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ABSTRACT

Connecticut's Adult Performance Program (CAPP), which was initiated in 1986, is a mix of policies, training, and technical assistance activities based on the following elements: specification of expected competency-based program outcomes; development of an assessment and instructional model to facilitate achievement of the program outcomes; provision of strong leadership from Connecticut Department of Education staff; and creation of a support system consisting of centralized staff development and technical assistance services. A private corporate evaluated the CAPP initiative from 1986 to 1992. The evaluation confirmed that the CAPP initiative has resulted in significant improvements in the management of Connecticut's adult education system, positive impacts on adult learners' mastery of basic skills and achievement of their educational goals, and overall strengthening of the delivery of adult basic education (especially in the areas of staff development, alignment of curriculum in adult education programs, standardization of local adult education program procedures, and formalization of strong collaborative networks within the adult education system and among education, job training, and welfare programs). The evaluation also resulted in recommendations regarding further refining the CAPP program in the areas of program management, program operation, and interagency cooperation. (The administrator, facilitator, and instructor surveys used in the evaluation are appended.) (MN)

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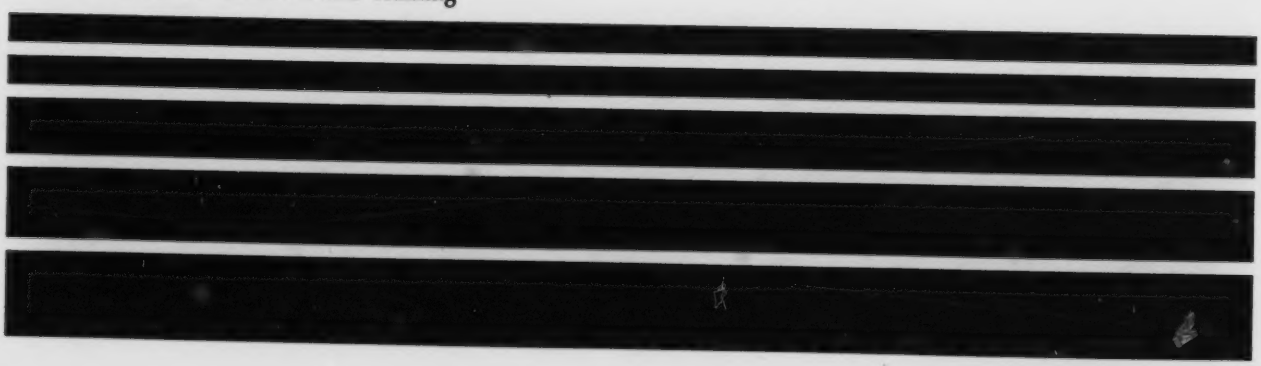
Systematizing Adult Education: Final Evaluation Report of the Connecticut Adult Performance Program (CAPP)

Judith A. Alamprese

1993

Prepared for the Connecticut Department of Education
Bureau of Adult Education and Training



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PREFACE

The Connecticut Department of Education's Bureau of Adult Education and Training has been engaged in a statewide program improvement initiative since 1986 to enhance the quality of basic skills services provided to adults in the state. This effort, Connecticut's Adult Performance Program (CAPP), has been a multi-faceted strategy consisting of policy and programmatic interventions designed to transform the state's adult basic education system to meet the increasing demands for adult education and skill training services.

This report presents the results of COSMOS Corporation's evaluation of the CAPP initiative. COSMOS conducted the evaluation from 1986-1992 under a Personal Services Agreement from the Bureau of Adult Education and Training. Described in the report are the key components of the CAPP intervention model, the impact of CAPP on the management and delivery of adult basic education services, and recommendations for further policy and technical assistance initiatives.

This evaluation would not have been possible without the guidance and gracious support of the Bureau of Adult Education and Training. J. Ronald Harrison, who served as the project monitor for the evaluation, was instrumental in providing leadership and insight throughout the study. Roberta Pawloski and Dr. Theodore Sergi also offered advice and recommendations at critical points in the evaluation process. Special thanks are extended to each of these individuals.

Throughout the evaluation, the staff from the Adult Training and Development Network worked with COSMOS in providing information and help in data collection. Their assistance was a critical part of the evaluation's activities. Thanks also are given to the directors and staff from the state-funded adult education programs who provided information throughout the course of the evaluation.

Finally, while the assistance provided by others was essential to this evaluation, the author alone is responsible for the contents of this report.

EXECUTIVE SUMMARY

Background

In 1986 the Connecticut Department of Education's Bureau of Adult Education instituted the Connecticut Adult Performance Program (CAPP), a five-year initiative to enhance basic skills services in the state. This initiative was begun in response to a recommendation made by the Adult Education Study Committee and endorsed by the State Board of Education in 1985, which stated that all adult basic skills programs adopt a competency-based approach to delivering services by 1990 as a condition for funding from the Connecticut Department of Education. The Study Committee advocated the use of a competency-based approach in order to meet three needs regarding adult education services in the state: 1) to have a comprehensive adult basic skills system that integrates academic skills with functional life skills; 2) to establish a program management system that provides information that can be used to assess program accountability and to make funding decisions; and 3) to increase the performance of adult learners participating in state-funded basic skills programs.

The developers of the initiative at the Department of Education envisaged CAPP both as a program improvement process and a management system that would provide basic skills and English-as-a-second-language (ESL) program staff with training and technical assistance in the use of competency-based adult education assessment and instructional methodologies. An underlying assumption of CAPP was that the staff development and technical assistance activities would be effective mechanisms for disseminating new policies and programmatic interventions to adult education administrative, instructional, and counseling staff. It was further expected that these policies and programmatic interventions would result in more relevant adult education instruction and more accountable adult education programs.

A critical component of CAPP was the development of a formative evaluation process to document the implementation of CAPP policies and activities and the outcomes achieved by CAPP. COSMOS Corporation was commissioned to carry out the evaluation of CAPP during 1986-1992. This report presents the findings from the evaluation, which had the following three purposes:

- To collect information regarding the areas of program operations that required technical assistance and training;

- To assess the impact of CAPP on program management and operations, and on adult learners' success in improving their skills and meeting their objectives; and

- To determine the effectiveness of the Bureau of Adult Education and Training in carrying out the CAPP initiative.

The CAPP Intervention Model

The CAPP initiative has developed as a multi-faceted approach to program improvement consisting of policies, training, and technical assistance activities. The key elements of the initiative were:

- The specification of expected program outcomes, including the components of a competency-based adult education system;
- The development of an assessment and instructional model to facilitate the achievement of program outcomes;
- The provision of strong leadership from the Department of Education staff; and
- The creation of a support system consisting of centralized staff development and technical assistance services.

Specification of Program Outcomes. Central to the development of CAPP was the specification of a definition of competency-based adult education (CBAE) and the identification of the CAPP system components that an adult education program would be expected to implement. CBAE was defined as "a process, an operational framework, for ensuring that all programmatic components--management, counseling, assessment, and instruction--are integrated into a total program." With this definition as the starting point, the CAPP designers specified each CAPP system component as the standard to guide adult basic skills programs in setting their improvement goals. The CAPP system components--competency validation, initial assessment, instruction, interim assessment, and final assessment--represented a process that basic skills programs were expected to implement as part of CAPP. In addition to these components, CAPP Core Competencies were identified to guide program instruction. These competencies were validated by local programs to ensure their applicability to the target population served by basic skills programs.

Development of an Assessment and Instructional Model. The CAPP assessment process was designed as a replication of the Comprehensive Adult Student Assessment System (CASAS), which is comprised of competency-based assessment procedures and instruments for assessing English language and basic skills. The assumption was that if systematic assessment procedures were incorporated into the delivery of basic skills services, the state's adult education programs would have an improved accountability process as well as information to guide the delivery of instruction and the selection of materials. Thus, the CAPP model required that adult education programs administer CAPP assessment instruments to determine learners' skill levels upon entering and leaving programs. The CAPP assessment results also were used to monitor the progress of learners and guide the operation of program services.

Provision of State Leadership. The Bureau of Adult Education staff led the CAPP initiative by stipulating policies regarding learner assessment procedures, providing financial incentives to districts implementing CAPP, and involving staff in training, technical assistance, and program monitoring activities. The state staff's leadership in facilitating the evolution of the CAPP model was critical to its implementation.

Creation of a Support System. A key component of the design of CAPP was the support provided by the Connecticut Adult Education Staff Development Center (now the Adult Training and Development Network) and expert consultants who delivered specialized training and technical assistance services to adult education program staff. These services were designed to assist program instructional and counseling staff in understanding the key components of a competency-based system. The Staff Development Center had responsibility for training local program staff to implement the components of the CAPP model and for providing ongoing technical assistance to staff. Key CAPP activities carried out by the Staff Development Center were the following:

- The delivery of CBAE awareness and process training;
- The development of a CBAE handbook and other supportive products;
- The development of the Adult Educator Teacher Training Institute, consisting of training workshops in ESL, adult basic skills education, and educational client management;

- The identification and dissemination of exemplary practices; and

- The provision of capacity-building activities, such as models for the training of trainers and the establishment of the CAPP Facilitator staff role.

In addition to these activities, the Staff Development Center provided ongoing technical assistance to programs through site visits, telephone discussions, and the convening of local program staff to assist in CAPP developmental activities. External consultants also provided expertise in program development and staff training.

Results from the Implementation of CAPP

Management of the Adult Education System. CAPP has resulted in the following two improvements to the management of the adult education system:

- The routinization of the collection of data about adult learners from local programs and the processing of these data by the Bureau of Adult Education and Training. The implementation of these procedures has increased the availability of information that can be used by local program staff to improve program operations and by the Bureau of Adult Education and Training to monitor the effectiveness of the state's adult education program; and

- The systematization of funding requirements for adult education programs. By specifying the CAPP system components as the guidelines for programs to use in applying for funding to deliver basic skills and ESL services, the Bureau of Adult Education and Training provided a system of standards for evaluating activities that would be funded by the state.

Delivery of Adult Education Services. The implementation of CAPP improved the operation of local adult education programs in the following areas:

- Most adult education programs have institutionalized the key system components of CAPP, including learner diagnosis, assessment, and life skills instruction. In the area of assessment, the percentage of learners taking both pre- and post-tests has increased since CAPP's inception, and at the end of Fiscal Year (FY) 1991 was 70 percent; furthermore, the percentage of valid tests being administered to learners has been maintained at a rate of 85 percent. This valuable information provides the Bureau of Adult Education and Training with data about the progress of clients over time;

- Program leadership and staff interaction have improved in most programs through increased participation of instructional and counseling staff in regular staff meetings to discuss issues regarding the improvement of program operations; the creation of a new staff role--the CAPP facilitator--has been instrumental in institutionalizing the implementation of CAPP;

- The number of adult learners served by adult education programs has expanded since the beginning of CAPP. Overall enrollment in basic skills and ESL programs has increased 39 percent since FY 1985--the year prior to the implementation of CAPP;

- The operation of adult education programs has been strengthened through the implementation of CAPP procedures by instructors and CAPP facilitators. The majority of facilitators and approximately half of the instructors have participated in CAPP training and technical assistance activities and have implemented the key elements of the CAPP system; and

- The types of service providers working with adult education programs have increased and become more diverse through CAPP and the interagency activities that were implemented as part of programs sponsored by the Departments of Income Maintenance (DIM) and Labor (DOL). This collaboration has led to the development of an enhanced CAPP initiative--the Connecticut Competency System--which is to be used by the Departments of Education, Income Maintenance, and Labor in providing improved services for their clients.

Impact on Adult Learners. The results of CAPP are evident in two areas concerning adult learners:

- Learners' increase in skills--the number of adult learners participating in the CAPP assessment process has grown significantly since CAPP's inception. Learners' average increase in scores on CAPP assessment instruments has held constant since the implementation of CAPP, in spite of the greater number of learners being assessed. This result is impressive, since the general pattern is for the average gain in scores to decrease as the number of learners being assessed increases; and

- Learners' achievement of their educational goals--the number of learners reporting that they achieved their goals by participating in an adult education class has more than doubled since FY 1987. This is particularly significant since the achievement of goals is critical to learners' further participation in education and job training activities.

Overall Outcomes from CAPP. The following factors have contributed to the strengthening of adult education programs in the state through the implementation of CAPP:

- The institutionalization of staff development opportunities within the adult education system, which has resulted in increased professionalism among adult education staff;

- The alignment of curriculum in adult education programs, which has emphasized the integration of life skills and academic skills in instruction;

- The standardization of local adult education program procedures, which have systematized client movement from initial entry through program completion; and

- The formalization of strong collaborative networks within the adult education system and among education, job training, and welfare programs. This is especially important given the common clients who participate in each of these programs.

Recommendations for Policy and Practice

The following recommendations are made to refine further Connecticut's adult education system:

- Program Management--institutionalizing the CAPP data management system would facilitate adult education staff's use of data in making decisions about learner progress and program operations; local program personnel should be involved in the development of refinements to CAPP and the new Connecticut Competency System;

- Program Operations--training should be provided to facilitate the referral of adult education program participants to other education or job training programs; mechanisms need to be developed to maximize the effectiveness and efficiency of training, so that offerings by the Adult Educator Institute and other training opportunities are ongoing, systematic, and preplanned; technical assistance should be provided to local programs to expand their funding sources for supporting adult education services; and enhanced training should be given in assessment procedures and educational client management; and

- Interagency Cooperation--there is a continued need for the Bureau of Adult Education and Training staff to work with the Departments of Labor and Income Maintenance in disseminating information about adult education services and transferring data about adult education clients to promote program articulation; training needs to be developed to assist agencies in implementing Connecticut's comprehensive competency-based adult education system; as the officially-recognized CASAS implementing agency in

Connecticut, the State Department of Education should continue to provide leadership to local programs and other agencies utilizing CAPP to assure consistency in test administration; and the Connecticut Competency System should serve as the mechanism for providing a continuum of coordinated services from literacy through high school completion and job training.

Final Observations

Connecticut's Bureau of Adult Education and Training has served as a bellwether for the adult education system in this country in its efforts to systematize the delivery of basic skills and ESL services to adults. Prior to the implementation of CAPP, adult education programs in the state were not coordinated in their instruction and assessment. Furthermore, staff development opportunities available to staff were sporadic and were not part of an overall program improvement strategy. The CAPP initiative has brought a comprehensive, organized approach to professionalizing adult education staff and to providing adult learners with quality services for improving their skills.

A number of challenges lie ahead as the second phase of CAPP--the Connecticut Competency System--is carried out. Increased activities in collaboration among the Departments of Education, Income Maintenance, and Labor require new efforts in interagency coordination as these agencies carry out programs for their common client base. Creative strategies, including regionalization, also are needed in designing programs to meet the diverse needs of clients and to encourage their ongoing participation in education and job training. The ultimate goal is to develop a system of services for clients so that their lifelong learning and skill enhancement goals can be met.

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I. A SYSTEMATIC APPROACH TO ADULT EDUCATION PROGRAM IMPROVEMENT

Introduction

During the past decade, national concern about the literacy levels of our adult population has resulted in the expansion of the country's adult education system and in the development of new programmatic initiatives at all levels of government. State adult education programs, in particular, have been the focus of efforts to improve the quality of education programs available to adults. One of the first states to embark on a statewide improvement program in adult education was Connecticut. In 1986 the Connecticut Department of Education's Bureau of Adult Education (now the Bureau of Adult Education and Training) instituted the Connecticut Adult Performance Program (CAPP), a five-year initiative to enhance basic skills education services in the state. This initiative was begun in response to a recommendation made by an Adult Education Study Committee and endorsed by the State Board of Education in 1985, which stated that all adult basic skills programs adopt a competency-based approach to delivering services by 1990 as a condition for funding from the Connecticut Department of Education. The Study Committee advocated the use of a competency-based approach in order to meet three needs regarding adult education services in the state:

- To have a comprehensive adult basic skills system that integrates academic skills with functional life skills;
- To establish a program management system that provides information that can be used to assess program accountability and to make funding decisions; and
- To increase the performance of adult learners participating in state-funded adult basic skills programs.

The Bureau of Adult Education staff envisaged CAPP both as a program improvement process and a management system that would provide basic skills and English-as-a-second-language (ESL) program staff with training and technical assistance in the use of competency-based adult education (CBAE) assessment and instructional methodologies. They assumed that staff development and technical assistance activities would be effective mechanisms for disseminating new policies

and programmatic interventions to adult education administrative, instructional, and counseling staff. The developers of CAPP further expected that these policies and programmatic interventions would result in more relevant adult education instruction and more accountable adult education programs.

The CAPP Evaluation

Purposes of the Evaluation. A critical component of the CAPP initiative was a formative evaluation to document the implementation and results of CAPP policies and programmatic activities. COSMOS Corporation was commissioned to conduct this evaluation of CAPP during 1986-1992. This report presents the findings from the evaluation, which had the following three purposes:

- To collect information regarding the areas of program operations that required technical assistance and training;
- To assess the impact of CAPP on program management and operations, and on adult learners' success in improving their skills and meeting their objectives; and
- To determine the effectiveness of the Bureau of Adult Education and Training in carrying out the CAPP initiative.

Data Collection and Analysis Methods. A multi-faceted data collection process was designed to gather information about the activities implemented as part of the CAPP initiative, the impact of these services on the operation of adult education programs, and the outcomes achieved by learners participating in these programs. Data were collected throughout the course of the evaluation to assess the progress of the CAPP initiative and to provide guidance to the initiative's developers concerning policies or procedures that needed adjustment. Formative evaluation activities included the following:

- Development of data collection instruments and recording forms for monitoring the implementation of CAPP (presented in Appendix A);
- The conduct of five site visits to basic skills programs;

- Observation of program operations and training sessions;
- The analysis of program and adult learner assessment information collected by the Bureau of Adult Education and the staff development provider; and
- Participation in state-sponsored meetings for adult education program administrators and staff.

In addition, summative evaluation activities were conducted during the final year of the evaluation to provide information concerning the overall impact of the CAPP initiative on the operation of basic skills programs and its effects on adult learners. These activities were:

- Mail surveys of basic skills program administrators, CAPP facilitators, and instructors (presented in Appendix B);
- Face-to-face interviews with staff from the Bureau of Adult Education and Training and the staff development provider who were involved in the design and implementation of the CAPP initiative; and
- Review of documents and program implementation forms prepared by the staff development provider, local program staff, and the Bureau of Adult Education and Training staff.

The information collected during both phases of the evaluation were analyzed and synthesized to assess the utility of the underlying assumptions that guided the original design of the CAPP initiative, and the policies and procedures implemented as part of the CAPP initiative. This information also was examined to determine the overall effects of the initiative and further policies and practices that need to be undertaken to achieve the goals of more relevant instruction and more accountable adult education programs.

Overview of the Report

Section II of this report describes the CAPP initiative, including the strategy for change that was developed to guide the initiative, policies created by the State Department of Education to support the change process, and training and technical assistance activities undertaken as part of CAPP. Presented in Section III are the results from the implementation of CAPP. Included in this discussion are findings regarding the management and functioning of the state's adult education system, the impact on adult learners, and factors that facilitated and impeded the implementation of CAPP. The final section of the report presents recommendations concerning policies and programmatic practices that can be implemented for further enhancement of the state's adult basic skills system.

II. THE CAPP INITIATIVE

Context for a Statewide Initiative

Impetus for Change. As Connecticut's economy expanded and the population of adults entering the workforce became more diverse in the mid-1980s, the Department of Education's Bureau of Adult Education carried out a strategic planning process to assess the quality of the state-funded basic skills programs. The adult education program in the state had evolved over two decades supported by monies appropriated under the Federal Adult Education Act and by the Connecticut state legislature. Adult education services, consisting of adult basic skills classes, English-as-a-second-language instruction, and adult secondary education programs, were being delivered by school districts and community-based organizations throughout the state. While these services seemingly were meeting the basic education needs of adults, there was little consistency in the content and methods of instruction offered or in the types of learner assessment that were being performed. Furthermore, there was no uniform data management system that provided information about the breadth of services being offered or the impact of these services on adult learners. These conditions, along with the changing demographics in the state, prompted the Bureau of Adult Education to expect that there would be a more diverse population of learners seeking adult education services and that the state's adult education system would need to respond with systematic and high-quality services.

The Bureau of Adult Education staff viewed this strategic planning process as a mechanism for beginning the transformation of the adult education system. An Adult Education Study Committee, which had been formed to guide the planning process, submitted a report in 1985 to the State Board of Education entitled, *Looking to the 21st Century: A Strategic Plan for Adult Education* (Adult Education Study Committee, 1985). One of the report's key recommendations was that all adult basic skills programs adopt a competency-based approach to delivering program services. A number of activities underway in the state reinforced this recommendation. The state initiative, "Jobs for Connecticut's Future," was being implemented and competency-based adult education was thought to be an effective process for improving linkages between basic skills and vocational training programs. The governor's state Literacy Coalition also was promoting the expansion of literacy services to include adults with limited literacy skills who traditionally had not participated in classroom-based adult education programs.

In considering its strategy for program improvement, the Bureau of Adult Education looked to the success of national CBAE programs as models for the state. The results of the Comprehensive Adult Student Assessment System (CASAS) (Rickard, 1984) and the New York State External High School Diploma Program (Alamprese, 1979) indicated that a CBAE approach was effective in attracting and

retaining undereducated adults in adult basic skills programs. While CBAE was considered an innovation for the state's adult basic skills system, it was not new to the state's adult secondary diploma programs. The External Diploma Program had operated in Connecticut since the late 1970s, and the credit diploma program--which includes competency-based assessment processes--was under development. The Bureau of Adult Education also thought that services provided through a competency-based system could address the needs of handicapped adults, whose participation in adult education programs was increasing (Harrison, 1986). Thus, the state's decision to incorporate a CBAE approach into the adult basic skills system as part of a program improvement strategy was based on a belief about the utility of the approach for meeting the needs of a diverse learner population and its experience with CBAE assessment systems.

Guiding Assumptions. While the Adult Education Study Committee's report provided the rationale for the restructuring of Connecticut's adult basic skills system, the specific strategies for the CAPP initiative were developed by project staff from the Bureau of Adult Education. These staff made a number of assumptions about the conditions under which program improvement could be accomplished. They first assumed that the *establishment of statewide standards for program operations would result in improved adult basic skills program operations*. The decision to set standards for program operations reflected the national and state call for increased accountability in adult education, as well as the belief that the specification of standards would facilitate the efforts of basic skills programs to set goals and measure the attainment of these goals.

A second assumption was that *statewide program change could be best achieved through a phased implementation schedule*. This phased process would allow the Bureau of Adult Education staff to monitor the development and pilot testing of CAPP policies and procedures and to refine the system based on the results of each phased implementation. The schedule included five phases of implementation, beginning with six pilot sites in January 1987 and continuing through 1990. The expectation was that 66 adult basic skills programs would achieve full implementation of CAPP by 1995.

The third assumption guiding the development of CAPP was that the *use of a competency-based system of standards that emphasizes the integration of basic and life skills would best meet the needs of the targeted client population*. The experience of CBAE efforts in other states indicated that an integrated, context-based approach to basic skills instruction appeared to effect learners' retention in programs and their ability to improve their skills. Based on these findings, the designers of CAPP thought that the incorporation of CBAE in basic skills programs would enhance their interest and attraction to adult learners.

The fourth assumption was that *systematic staff development provided by a centralized source would be critical to the successful implementation of CAPP.* While Connecticut's adult education program had a history of providing training and technical assistance to local program staff, the innovation with CAPP was to use a central source for staff development that could coordinate training and technical assistance as the phases of the initiative progressed. This would help to ensure the delivery of appropriate, responsive services to programs implementing CAPP.

The final assumption concerned the necessity to maintain a record of all phases of the CAPP initiative. It was thought that the *documentation of training and implementation activities would provide formative data for program revisions and for determining the success of the CAPP model.* Rather than wait until the end of the CAPP initiative to determine its success or failure, the Bureau of Adult Education staff wanted the capacity to collect formative information about the implementation that could be used to refine CAPP policies and procedures. Thus the decision was made to fund an external evaluator who would gather information throughout the initiative and provide guidance based on the results of these data.

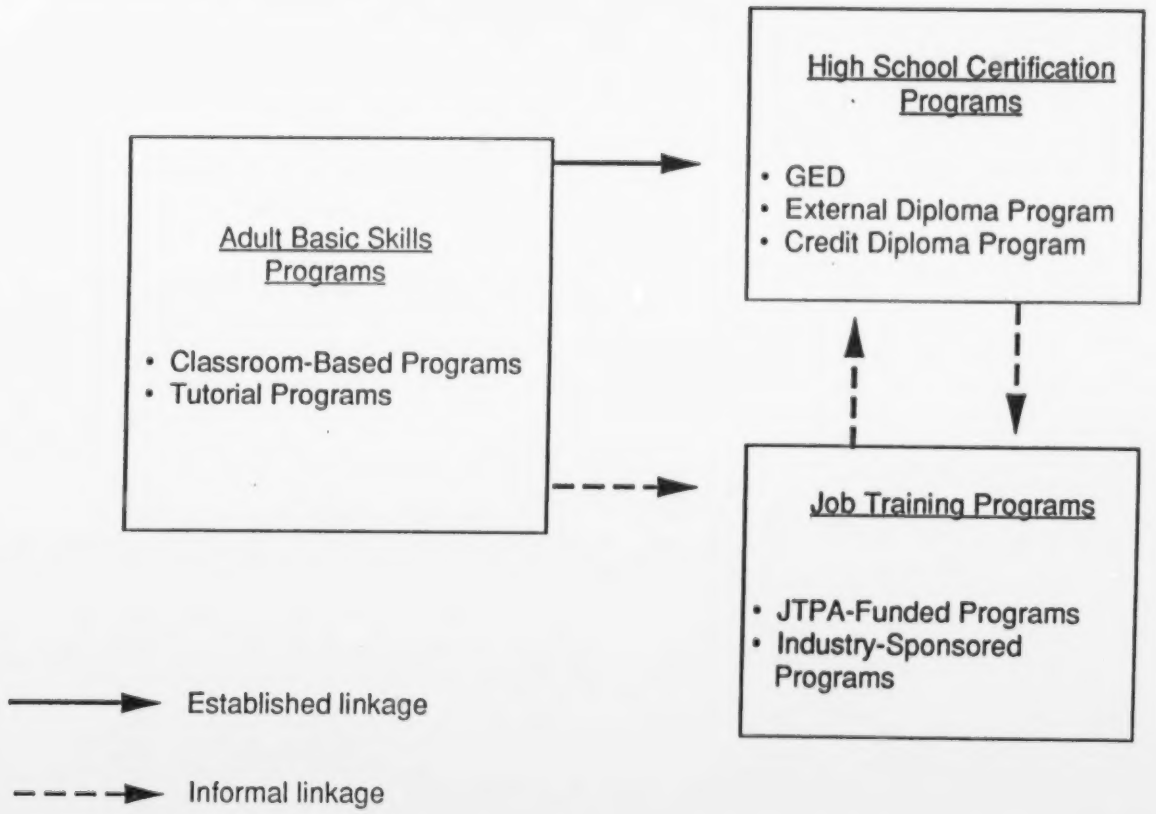
The Vision of CAPP. The Bureau of Adult Education staff developed the initial strategy for CAPP using these assumptions as a blueprint for action. The near-term vision was to have an enhanced adult basic skills program that included competency-based instructional and assessment components, and that attracted, retained, and increased the skills of a diverse population of adult learners. The long-term goal was to transform the state's adult education program into an articulated system in which adults could progress from adult basic skills instruction to high school completion and job training programs. This articulated system is depicted in Figure 1. Initial CAPP activities--i.e., specification of standards, incorporation of CBAE processes, and development of training and technical assistance--were designed to enhance the capacity of adult basic skills programs. It was expected that the quality of programs offered by basic skills programs would increase, and that classroom-based and tutorial programs would work together in the cross-referral of clients. This enhanced basic skills system then was expected to result in improved coordination between basic skills programs and high school completion and job training programs, and in an integrated approach to the delivery of adult education services in the state.

The Intervention Strategy

In order to achieve the near-term vision of CAPP, the Bureau of Adult Education developed a multi-faceted intervention strategy consisting of policies, training, and technical assistance activities. The key elements of this intervention strategy were:

Figure 1

CAPP ARTICULATED SYSTEM



- The specification of program outcomes, including the components of a competency-based adult education system;
- The development of an assessment and instructional model to facilitate the achievement of program outcomes;
- The provision of strong leadership from the Bureau of Adult Education staff; and
- The creation of a support system consisting of centralized staff development and technical assistance services.

Specification of Program Outcomes. Central to the development of CAPP was the specification of a definition of competency-based adult education and the identification of CAPP system components that an adult education program would be expected to implement. Competency-based adult education was defined as:

> *A process, an operational framework, for ensuring that all programmatic components--management, counseling, assessment, and instruction--are integrated into a total program* (Harrison, 1986).

With this definition as the starting point, the designers of CAPP specified each CAPP system component as the standard to guide adult basic skills programs in setting their program improvement goals. These components--competency validation, initial assessment, instruction, interim assessment, and final assessment--represented a process that basic skills programs were expected to implement as part of CAPP. In addition, CAPP Core Competencies were identified to guide program instruction. These competencies were validated by local programs to ensure their applicability to the target population served by basic skills programs.

Development of an Assessment and Instructional Model. The CAPP assessment process initially was designed as a replication of CASAS, which is comprised of competency-based procedures and instruments for assessing English language and basic skills. The designers of CAPP assumed that if systematic assessment procedures were incorporated into the delivery of basic skills services, the state's adult education programs would have an improved accountability process as well as information to guide the delivery of instruction and selection of materials. Thus, the

CAPP model required that adult education programs administer CAPP assessment instruments to determine learners' skill levels upon entering and leaving programs. The CAPP assessment results also were used to monitor the progress of learners and guide the operation of program services.

Provision of State Leadership. The Bureau of Adult Education led the CAPP initiative by stipulating policies regarding learner assessment procedures, providing financial incentives to districts implementing CAPP, and involving Bureau staff in training, technical assistance, and program monitoring activities. A CAPP Bureau coordinator was appointed to serve as a general resource to CAPP program sites and support systems and to oversee the technical design and dissemination of CAPP. The CAPP coordinator also had responsibility for monitoring the implementation of the CAPP model. The Bureau's leadership in facilitating the evolution of the CAPP model was a critical factor in the implementation process.

Creation of a Support System. A key component of the CAPP intervention was the support provided by the Connecticut Adult Education Staff Development Center (now the Adult Training and Development Network) and expert consultants who delivered specialized training and technical assistance services to adult education program staff. These services were designed to assist program instructional and counseling staff in understanding the key components of a competency-based system. The Staff Development Center had responsibility for designing training modules, and for providing training and technical assistance to local program staff concerning the implementation of the CAPP model. Key CAPP activities carried out by the Staff Development Center were the following:

- The delivery of CBAE awareness and process training;
- The development of a CBAE handbook and over 20 supportive products;
- The development of the Connecticut Adult Educator Institute, consisting of training workshops and materials in English as a second language, adult basic skills education, educational client management, and General Educational Development (GED);
- The identification and dissemination of exemplary practices, including the publication of the *CAPPtions* newsletter, the sponsorship of the "CAPPfair," and the provision of assistance to demonstration sites funded to implement promising practices; and

- The provision of capacity-building activities, such as the training of trainer models and the establishment of the CAPP facilitator staff role (Adult Training and Development Network, 1992).

In addition to these activities, the Staff Development Center has provided ongoing assistance to programs through site visits, telephone discussions, materials dissemination, and the convening of local program staff to work on CAPP developmental activities. The Staff Development Center has been responsive to local staff needs, particularly as programs have progressed through the phases of the CAPP implementation process.

The training and technical assistance offered by the Staff Development Center also has included the use of external consultants with expertise on topics such as ESL teacher training. The strategy for the CAPP support system was to use existing resources where there was a fit with the CAPP model, and to develop new training and materials in areas where none existed or were inadequate. This has resulted in a diverse training and technical system for facilitating local program improvement.

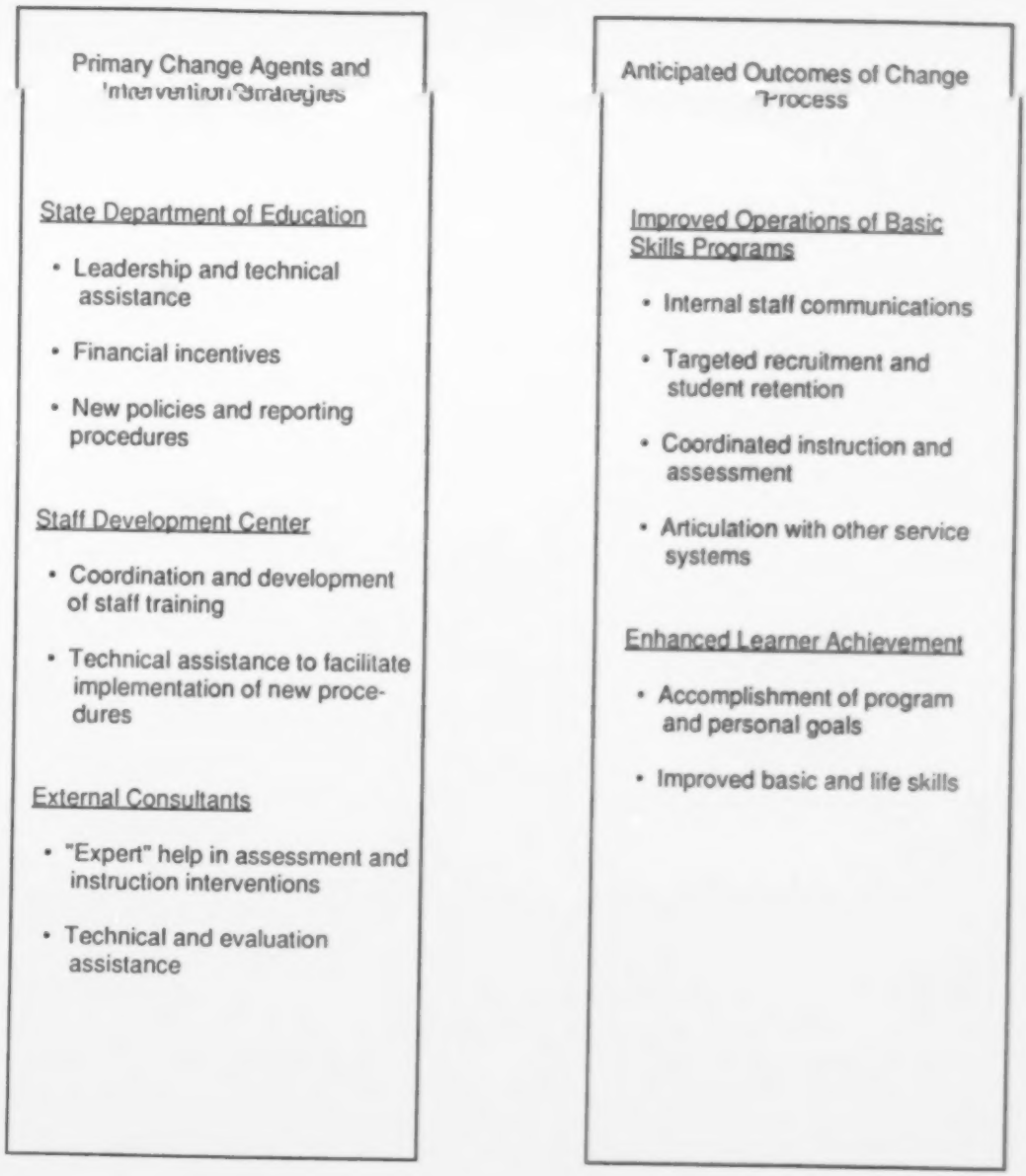
Links Between Interventions and Outcomes

The CAPP intervention strategy, as depicted in Figure 2, consisted of three primary change agents--the State Department of Education's Bureau of Adult Education, the Staff Development Center, and external consultants--that carried out the activities described above. The underlying assumption of this intervention strategy was that these activities would result in changes in two main areas: 1) the improved operations of basic skills programs, and 2) enhanced learner achievement. Indicators of improved program operations were defined as:

- Increased communication between staff and administrators and among staff;
- More targeted learner recruitment and, correspondingly, increased learner retention;
- Coordination between instruction and assessment, with the assessment process reflecting the content of instruction; and
- Articulation between basic skills programs and other service systems such as high school credentialing and job training programs.

Figure 2

CAPP INTERVENTION STRATEGIES


Primary Change Agents and Intervention Strategies
State Department of Education
• Leadership and technical assistance
• Financial incentives
• New policies and reporting procedures
Staff Development Center
• Coordination and development of staff training
• Technical assistance to facilitate implementation of new procedures
External Consultants
• "Expert" help in assessment and instruction interventions
• Technical and evaluation assistance
Anticipated Outcomes of Change Process
Improved Operations of Basic Skills Programs
• Internal staff communications
• Targeted recruitment and student retention
• Coordinated instruction and assessment
• Articulation with other service systems
Enhanced Learner Achievement
• Accomplishment of program and personal goals
• Improved basic and life skills

The expected outcomes in terms of learner achievement were learners' accomplishment of program and personal goals and the improvement of their basic and life skills. These two sets of indicators were the standards that were set to assess the success of the CAPP intervention model. They also represented a framework for the Bureau of Adult Education and Staff Development Center to use in designing CAPP policies and programmatic interventions.

Key CAPP Intervention Activities

In order to attain the goals of the CAPP initiative, the Bureau of Adult Education and the Staff Development Center engaged in a variety of training and technical assistance activities to support local programs in their improvement efforts. The Bureau of Adult Education also developed policies regarding learner assessment and data collection that appear to have been instrumental in moving the CAPP process forward. Discussed below are the policies and supports that were implemented by the Bureau, and key training and technical assistance that was provided by the Staff Development Center and expert consultants.

State Policies. In order to encourage local program participation in CAPP, the Bureau of Adult Education offered a *financial incentive* to school districts. During the first year of CAPP, each of the six pilot projects received grants of up to $10,000 allocated from Section 310 monies (now Section 353), under the provisions of the Adult Education Act, P.L. 91-230. The pilot projects used these monies to purchase new materials, pay for released time for staff to participate in training and program planning, and pay staff to attend training. During CAPP's second year, the pilot projects received $2,000 to support their implementation of CAPP. This support continued through 1991. In addition to receiving support for implementation activities, the six pilot sites also were given $2,500 each year to assist other local programs utilize CAPP.

All programs that began CAPP after Fiscal Year (FY) 1988 received $2,000 the year prior to CAPP implementation to assist them in planning for CAPP. They also received incentive funds of up to $5,000. After their first year of CAPP training, these programs received $2,000 for the following four years to assist with the implementation process.

A major directive issued by the Bureau of Adult Education was the request that adult basic skills programs implement a *learner assessment system*. Programs were expected to assess learners upon their entry into and exit from programs using the CAPP Placement and Survey Achievement Pre- and Post-Tests. Adapted from CASAS, the CAPP assessment instruments were used to place learners in basic skills classes and to assess their progress in reading and listening. The establishment of a standardized learner assessment process was a key step in developing a program management and accountability system for the state's adult basic skills and ESL programs.

In addition to a learner assessment system, the Bureau of Adult Education collected *learner goal attainment and program implementation information*. The Goal Attainment Survey developed by CASAS was administered yearly to determine learners' progress in attaining their goals for participation in programs and to monitor learners' reasons for leaving programs. The CAPP System Implementation Plan (CAPPSIP) (Alamprese, 1987) was completed by local program staff before beginning CAPP and towards the end of the implementation process to determine programs' use of the CAPP key components and other aspects of the model. These data collection instruments provided useful information for monitoring the progress of learners and programs and for identifying topics for technical assistance.

State Support Activities. While the policies developed by the Bureau of Adult Education were critical elements in the CAPP change process, the Bureau also engaged in activities that assisted in CAPP's implementation. The Bureau sponsored semi-annual program directors' meetings to communicate CAPP program changes, review results of assessment and training activities, and preview activities for the year. These meetings provided an opportunity for program directors to share experiences concerning the use of CAPP and to offer suggestions to the Bureau's staff regarding policies and practices.

The Bureau also encouraged local program staff to visit each other's programs and to participate in CASAS-sponsored national meetings. These professional networking activities were thought to be important for building a core of professionals with expertise in the use of competency-based adult education systems.

Finally, the Bureau's CAPP coordinator disseminated information about the CAPP initiative beginning with the early phases of the project. Through presentations at national and state conferences sponsored by the American Association for Adult and Continuing Education and the Commission on Adult Basic Education, the progress of the CAPP initiative was widely discussed.

Training and Technical Assistance. One of the key intervention strategies implemented as part of the CAPP initiative was the provision of training and technical assistance. Since 1986, The Bureau of Adult Education has funded the Staff Development Center with Adult Education Act, Section 353 monies to develop and carry out the primary CAPP training and technical assistance. The Staff Development Center also has commissioned expert consultants to conduct training and assist them in the design of technical assistance activities.

The Staff Development Center's approach to providing training and technical assistance was evolutionary. In designing CAPP, the Bureau of Adult Education had assumed that training would be necessary to prepare local program staff to implement program changes that would result in improved services to adult learners. These changes included the implementation of CAPP learner assessment procedures,

the alignment of curriculum and materials with program objectives, and the refinement of techniques used in instruction. To assist local staff in changing their programs in these areas, the Staff Development Center designed training modules and technical assistance activities during the initial years of CAPP. As the CAPP initiative progressed with the phased implementation of CAPP in districts each year, the Bureau of Adult Education and Staff Development Center identified new training needs and developed programs to meet these needs.

Several principles guided the development of CAPP training and technical assistance activities. A key characteristic of the training approach was the use of both *program adoption and program development approaches*. In designing CAPP, the Bureau of Adult Education decided to adopt the CASAS assessment model, rather than to use resources to develop a new assessment system. The assumption was that CASAS would provide a framework for a statewide assessment system that could be customized to meet the specialized needs of Connecticut's adult learner population. This philosophy of adopting existing effective programs also extended to the implementation of the ESL Teacher Training Institute.

While CASAS and the ESL Teacher Training Institute met Connecticut's needs in assessment and ESL training, there were other areas that required the development of new training programs. To enhance teachers' instructional capabilities, the Staff Development Center created the Connecticut Adult Educator Institute through which instructor training in adult basic education and GED preparation was provided. As local programs' experience implementing CAPP revealed new needs, the Staff Development Center developed programs to address these needs, including training in team management and leadership development. Other training programs, such as educational client management and data for decision-making, were developed by staff from COSMOS and the Bureau of Adult Education. These training activities were intended to assist local program staff in implementing a competency-based approach to the delivery of adult basic skills services, which included coordinated learner placement, assessment, instruction, and referral to related services.

While training during the first two years of the CAPP initiative was carried out primarily by members of the Staff Development Center, the need to have a more efficient system for training new staff in local programs became apparent as the number of school districts implementing CAPP increased. A *train-the-trainer model* was developed to facilitate the dissemination of CAPP training to new staff in local programs. Experienced staff from these programs were trained to deliver CAPP orientation and implementation modules. As the demands for CAPP training continued to expand, the Staff Development Center developed a certified trainer program that prepared selected staff from local sites to deliver programs sponsored by the Connecticut Adult Educator Institute. This certified trainer model leveraged the capacity of the Staff Development Center as well as produced a cadre of trainers from sites across the state.

Another strategy used by the Staff Development Center to create training and technical assistance products was to *involve local program staff* in developmental activities. Local staff were given opportunities to participate in CAPP assessment modification procedures and in the development of CAPP training modules. This process facilitated the dissemination of CAPP and helped to instill a sense of ownership of CAPP among local staff.

The Staff Development Center's approach to technical assistance has been multi-faceted, including *activities to disseminate information and assist in program refinement*. Dissemination activities have included the production of a newsletter--*CAPPtions*, the sponsorship of the "CAPPfair"--an annual workshop for sharing information about promising practices from local programs, and the maintenance of a resource library that includes print and video materials about adult basic education instruction and assessment, English as a second language, leadership training, team building, and other related topics. The Staff Development Center has helped local staff in refining their adult basic skills programs by providing information over the telephone and during site visits. Furthermore, the Center has assisted the Bureau of Adult Education in the implementation of a model program initiative that has exposed local staff to different strategies for carrying out a competency-based adult education program.

Expansion Beyond the CAPP Initiative

While the CAPP initiative originally was directed at the improvement of the state-funded adult basic skills programs, the implementation of CAPP was influenced by a number of federal and state initiatives that helped to broaden its audiences. The implementation of the federal Job Opportunities and Basic Skills (JOBS) program in 1988 mandated the participation of targeted Aid to Families with Dependent Children (AFDC) recipients in basic skills programs as a condition for their receipt of special benefits. The Department of Income Maintenance (DIM)--the state agency that administers the JOBS program (known as Job Connection)--entered into an agreement with the Department of Education's Bureau of Adult Education to train DIM case managers to use CAPP appraisal instruments in assessing AFDC clients to determine their need for basic skills instruction. With the Job Connection program, a new group of clients was referred to state-funded basic skills based on information that could be used by local staff to place these clients in appropriate levels of instruction. As the Job Connection program has expanded, the use of CAPP assessment data has been critical for determining AFDC clients' success in meeting Job Connection's standards for satisfactory performance in programs.

The Coordinated Education and Training Opportunities (CETO) collaborative is another example of interagency coordination that has helped to expand the use of CAPP assessment instruments. This initiative is supported with monies from the

Adult Education Act, the Job Training Partnership Act (JTPA), Vocational and Applied Technology Education Act, and the Job Opportunities and Basic Skills (JOBS) Program to promote the delivery of integrated education and skill training services to adults. CAPP assessment procedures have been used by CETO-funded programs to facilitate the cross-referral of clients, which has resulted in the expansion of CETO guidelines regarding assessment. In addition to the use of CAPP in CETO, the state Department of Labor has promoted the implementation of competency-based adult education assessment procedures in JTPA-funded programs, as evidenced by a recent letter signed by the Commissioners of Education, Labor, and Income Maintenance urging constituents to utilize the CAPP system. Furthermore, the proposed regional Workforce Development Boards, which will serve as the administrative entities for the Private Industry Councils, have encouraged the use of CAPP for client appraisal. All of these efforts are steps toward a unified system of client assessment that can facilitate clients' participation in adult education and job training programs.

The changing economic conditions of the state during the period of the CAPP initiative also highlighted the need for increased skill training opportunities for adults. Evidence of this need has been private sector interest in instituting workplace literacy programs. The CAPP initiative provided a framework for basic skills instruction and assessment that has been used by staff from the Bureau of Adult Education and Staff Development Center in working with business and industry to develop workplace literacy programs.

The use of CAPP by programs other than state adult education-funded entities reflects both the dynamic nature of a statewide improvement effort and the continuing need for effective assessment and instructional procedures in basic skills programs. As new federal and state initiatives began, the CAPP initiative was viewed as a resource that could meet the programmatic requirements of these initiatives. CAPP's emphasis on coordinated assessment and instruction also was viewed as a critical component of efforts in welfare reform and job training to provide an integrated system of education, job training, and support services to clients.

III. FINDINGS FROM THE IMPLEMENTATION OF CAPP

Introduction

The policies and technical support provided through the CAPP initiative have promoted changes at three levels in the state's adult education system: 1) the management of state-funded adult basic skills programs, 2) the functioning of administrative, instructional, and counseling staff in these programs, and 3) the types of outcomes experienced by adult learners with regard to their improvement of basic skills and attainment of goals.

Since the CAPP initiative began in FY 1986, 62 school districts and 35 other agencies offering adult education services have been trained in CAPP implementation procedures. Approximately 1,300 staff members from local programs have received CAPP training (Adult Training and Development Network, 1992). As a result of an extensive training and technical assistance effort, CAPP has permeated every state-funded adult education program as well as other providers involved in the delivery of adult education services. Described in this section of the report are the changes that have occurred in the state's adult basic skills system as a result of the CAPP initiative.

Management of the Adult Education System

The policies implemented as part of CAPP were intended to affect two aspects of the management of adult basic skills programs: 1) the collection of learner assessment data, and 2) the standardization of services provided by these programs. A key element of the CAPP initiative has been the requirement that adult basic skills programs in school districts implementing CAPP *administer the CAPP placement and the Survey Achievement pre- and post-tests to adult learners* as they enter and exit programs. Historically, the assessment of learners was left to the discretion of school districts in terms of the frequency of assessment and the types of instruments used. The CAPP initiative changed this practice by requiring the use of a standard instrument and the reporting of data from the administration of CAPP assessments annually to the Bureau of Adult Education. In order to determine the change in assessment and data collection procedures that has occurred in state-funded adult basic skills programs as a result of CAPP, during FY 1992 administrators from these programs were asked to indicate on a survey the types of program activities that had increased or decreased with the implementation of CAPP. Approximately half of the administrators managing adult basic skills programs responded to the survey. As shown in Table 1, the majority of respondents reported increased activity in data collection and recordkeeping (an area related to data collection). Approximately half of the administrators responded that their programs had increased activities in

Table 1

CHANGES IN ADULT EDUCATION PROGRAM OPERATIONS REPORTED BY ADMINISTRATORS

Program Area	Type of Change Reported by Administrators *			
	Increase		Decrease	
	Number (N=28)	Percent (%)	Number (N=28)	Percent (%)
Allocation of staff time	13	46	1	4
Instructional Materials	22	79	0	0
Curriculum development	17	61	0	0
Student counseling	15	54	0	0
Data collection	22	79	0	0
Recordkeeping	25	89	0	0
Student Recruitment	4	14	0	0
Competency Validation	14	50	0	0
Student Placement	15	54	0	0
Student Diagnosis	17	61	0	0
Student Instruction	11	39	2	7
Interim Assessment	10	36	0	0
Final Assessment	13	46	0	0
Student Retention	13	46	1	4

* Respondents were asked to check all that apply

student placement, diagnosis, and final assessment. These findings indicate that CAPP's goal to increase the amount of learner assessment that is conducted by local programs has been achieved by at least half of the adult basic skills programs represented in the survey.

A major part of the support provided through CAPP has been training in the administration and interpretation of results from CAPP assessment instruments. As a result of the state's assessment policy, local program staff have had systematic information that they can use in guiding learners instruction and in operating their programs. The Bureau of Adult Education also has utilized the assessment data to monitor the effectiveness of the state's adult basic skills programs.

Another CAPP policy that has influenced the management of programs was the funding requirement that *school districts provide a plan indicating how adult basic skills programs would implement the key components of CAPP.* The Bureau of Adult Education has reported that the number of local program applications requiring revisions due to non-compliance with this requirement has decreased over the past five years. The majority of school districts now submit applications that describe how the key components of CAPP--competency validation, learner diagnosis and assessment, curriculum and materials development, and instruction--will be carried out.

This systematization of funding requirements for adult basic skills programs also has provided a standard for evaluating the activities that are funded by the state. Prior to the implementation of CAPP, the applications for adult education funding from school districts varied extensively in terms of the activities that were proposed and the amount of description provided about these activities. The CAPP requirements have helped to improve the overall quality of these applications and the types of activities that are planned for implementation.

Delivery of Adult Education Services

A major goal of CAPP has been to improve the operation of adult basic skills programs. Since FY 1986, local program improvement efforts have been focused on assessment, instruction, and data collection and reporting, and team management. Described below are the changes that have occurred in local programs as a result of CAPP.

Institutionalization of CAPP Components. A major emphasis throughout the CAPP initiative has been to encourage local programs to implement new or refine existing activities related to competency validation and learner diagnosis, placement, assessment, and instruction. These activities were considered essential to the

implementation of a competency-based adult education program. The staff person to whom training in these areas was directed was the ABE or ESL instructor. It was assumed that the instructor--as the key provider of services to the adult learner--was the critical link in the program improvement process. During the initial years of CAPP, however, it became apparent that instructors required support in these improvement activities and this support needed to be provided by someone other than a program's administrator. To meet this need, the role of CAPP facilitator was created and the Staff Development Center specified guidelines for the selection of an experienced instructor who could serve as a CAPP facilitator in each district. The Center also provided leadership training to these individuals to prepare them to implement their roles as coordinators for all CAPP activities, including the administration of assessment instruments, the collection of assessment data, and the development and refinement of instructional materials.

In order to determine the extent to which adult basic skills programs have implemented the key CAPP components, instructors and CAPP facilitators were asked to indicate on a survey the types of activities and CAPP functions that staff were performing in programs. As is shown in Table 2, the CAPP facilitators who responded to the survey (63 percent) reported that in the majority of programs all staff were carrying out the key CAPP functions except for student placement. Validation of this result is found in Table 3, which presents the findings from the survey of instructors (which had a response rate of 25 percent). The majority of respondents indicated that they were conducting CAPP activities with most students, with the exception of the administration of the Math Placement Test and CAPP Level Exit Tests. Since these two activities were presented as optional in the training provided by the Staff Development Center, some programs may have decided not to perform these two assessments. The data from CAPP facilitators and instructors indicated that, for the most part, the key components of CAPP have been incorporated into the operations of state-funded adult basic skills programs.

The component that has been the cornerstone of the CAPP system is learner assessment. Two indicators of the success of the implementation of CAPP assessment procedures are the percentage of learners taking both Survey Achievement Pre- and Post-tests, and the extent to which valid Pre- and Post-Tests have been administered. Over the five-year implementation of CAPP, the percentage of learners taking both Pre- and Post-Tests increased, and at the end of FY 1991, 70 percent of the learners for whom data were reported had both tests. Furthermore, the percentage of valid tests--i.e., tests that have been administered and scored according to CASAS guidelines--has been maintained at a rate of 85 percent. The maintenance of this rate is notable given the increase in numbers of learners who have participated in assessment since CAPP's inception.

Table 2

NUMBER OF STAFF PERFORMING CAPP FUNCTIONS
AS REPORTED BY CAPP FACILITATORS

CAPP Function	Facilitators Reporting Staff Performing Function					
	All Staff		More Than Half		Less Than Half	
	Number (N=39)	Percent (%)	Number (N=39)	Percent (%)	Number (N=39)	Percent (%)
Competency validation	27	69	6	15	3	8
Student placement	23	59	6	15	7	18
Student diagnosis	28	72	7	18	2	5
Instruction	30	77	5	13	2	5
Interim assessment	30	77	3	8	3	8
Final assessment	31	79	2	5	4	10

Table 3

CAPP ACTIVITIES REPORTED BY INSTRUCTORS

Activity	Instructors Conducting Activities with Students							
	All Students		Most Students		Few Students		No Students	
	Number (N=48)	Percent (%)	Number (N=48)	Percent (%)	Number (N=48)	Percent (%)	Number (N=48)	Percent (%)
Conduct Orientation	23	48	5	10	0	0	4	8
Conduct Needs Assessment	29	60	7	15	2	4	3	6
Administer Reading Placement Test	21	44	8	17	4	8	6	13
Administer Math Placement Test	14	29	2	4	2	4	14	29
Design Student Learning Plan	22	46	4	8	3	6	3	6
Administer Survey Achievement Pre-Test	22	46	8	17	3	6	5	10
Complete Student Data Form	27	56	7	15	3	6	2	4
Administer Survey Achievement Post-Test	21	44	6	13	3	6	5	10
Administer CAPP Program	22	46	3	6	1	2	6	13
Complete Student Status Report	30	63	4	8	1	2	2	4
Administer CAPP Level Exit Tests	15	31	5	10	3	6	6	13

An activity related to assessment that has not been well implemented is the use of data by staff in making decisions regarding learners and program operations. Administrators and instructional staff have been trained in workshops to interpret the results from the various CAPP assessment instruments, and have been encouraged to use these results in developing instructional programs for learners and in identifying new needs for instruction. In addition to assessment data, local program staff have been given other information collected from programs annually, such as learner goal attainment data and information concerning the demographic characteristics of participants. While instructors have used the results of placement and Survey Achievement Pre-Tests in developing instructional programs, administrators have been less willing to utilize assessment and other data in overall program planning.

Leadership and Staff Interaction. Throughout the CAPP initiative, local program administrators and staff have been encouraged to work together in a team to improve the quality of their basic skills programs. Training sessions on team management were offered to programs, and the role of CAPP facilitator was created to provide overall direction to the implementation of CAPP activities in local programs.

In the surveys of administrators, instructors, and CAPP facilitators, respondents were asked to discuss the ways in which leadership and communication among staff had changed as a result of CAPP. Most respondents indicated that prior to CAPP, staff meetings were held once or twice a semester and decisions about the purchase of instructional materials were made by the program's administrator or a lead teacher. As a result of CAPP, local program staff meetings have increased to several times during the semester, and the selection of instructional materials had become a shared responsibility among staff. Furthermore, CAPP's emphasis on curriculum and assessment alignment had resulted in increased curriculum development and planning by staff.

With the implementation of the Job Connection program in the state and the increase in the numbers of welfare recipients who participate in adult basic skills classes, new emphasis has been placed on the counseling function in programs. As the need for client management and referral to support services have become apparent, instructors and the limited counseling staff in programs have worked together to provide services to Job Connection and other clients requiring assistance. The team approach encouraged by CAPP has helped to prepare staff to address the increased demands for educational client management services.

Staff Capacity. A key assumption underlying the design of CAPP was that program improvement could only be accomplished through the provision of extensive training and technical assistance to local programs. As described previously, the Staff Development Center and the Bureau of Adult Education engaged in a number

of support activities to assist staff in implementing the CAPP components and in developing skills to operate effective basic skills programs.

In order to understand the extent to which program staff participated in training activities and used the materials produced by the Staff Development Center, administrators, CAPP facilitators, and instructors were asked to address these issues in the survey. Table 4 presents the percentage of respondents who participated in key CAPP activities that were sponsored by the Staff Development Center or the Bureau of Adult Education. As shown in the table, the majority of administrators who responded to the survey attended the events that were designed for them. Their less extensive participation in ABE/ESL Institute training and the "CAPPfair" is expected, given that the primary audience for these activities was instructors. The majority of CAPP facilitators also participated in all of the events listed except for State Department of Education meetings. Facilitators usually attended these meetings only as substitutes for program administrators. The participation in CAPP activities by the instructors who responded to the survey was less extensive. While almost half of the respondents attended Staff Development Center-sponsored CAPP training and inservice sessions provided locally, less than a quarter participated in the "CAPPfair" and 27 percent of the respondents received no training.

The results concerning the types of technical assistance received by staff are similar. As shown in Table 5, the majority of administrators and CAPP facilitators responding to the survey participated in the range of technical assistance activities that were available. The one exception was "visiting model programs." Approximately one third of each group engaged in this activity. The response by instructors who completed the survey indicated that less than a quarter of them received any of the technical assistance that was provided.

The findings regarding the types of materials used by CAPP facilitators and instructors are presented in Table 6. Almost all of the facilitators reported using the five main CAPP materials produced by the Staff Development Center. Approximately one third of the instructors reported using these materials, with the exception of the CASAS Matrix. Almost half of the instructors had used the Matrix, which is part of the CAPP assessment training.

The data presented in these tables indicate that program administrators and CAPP facilitators have received the intended training and technical assistance services provided through CAPP. The results for the instructors responding to the survey indicates that there was either less access to or less use of formal training and technical assistance. The exception is the use of the CASAS Matrix, which indicates that of the training available, instructors were more likely to participate in assessment training. These findings regarding instructors are not surprising, given the prevalence of part-time staff and the amount of staff turnover in adult basic skills programs in the state.

Table 4

PARTICIPATION IN CAPP ACTIVITIES

Sponsor/Activity	CAPP Administrator *		CAPP Facilitator *		CAPP Instructor *	
	Number (N=28)	Percent (%)	Number (N=39)	Percent (%)	Number (N=51)	Percent (%)
Annual CAACE Conference	22	79	31	79	23	45
Staff Development Center (SDC) - sponsored CAPP training	24	86	37	95	21	41
SDC ABE/ESL Institutes	12	43	26	67	18	35
Inservice directed by local adult education administrator/CAPP facilitator	+	+	28	72	21	41
State Department of Education training/meetings	26	93	19	49	1	2
CAPP Fair	10	36	24	62	8	16
CAPP leadership training	+	+	27	69	7	14
None	0	0	0	0	14	27

* Respondents were asked to check all that apply
+ Question not included in this survey

Table 5

TYPES OF TECHNICAL ASSISTANCE RECEIVED

Type of Technical Assistance	CAPP Administrator *		CAPP Facilitator *		CAPP Instructor *	
	Number (N=28)	Percent (%)	Number (N=39)	Percent (%)	Number (N=51)	Percent (%)
Visiting model program(s)	7	25	13	33	5	10
CAPP facilitator training	+	+	37	95	7	14
Newsletter	19	68	32	82	15	29
Telephone assistance from Staff Development Center, State Department of Education, local assistants	24	86	33	85	6	12
On-site visit by technical assistants	20	71	26	67	5	10
Assistance from program demonstrations	8	29	+	+	+	+
None	3	11	2	5	27	53

* Respondents were asked to check all that apply
+ Question not included in this surveyof

Table 6

TYPES OF MATERIALS UTILIZED BY CAPP FACILITATORS AND INSTRUCTORS

Type of Material	Facilitators Reporting Use *		Instructors Reporting Use *	
	Number (N=39)	Percent (%)	Number (N=48)	Percent (%)
"This is CAPP" module	35	90	8	17
CAPP Resource Guide	34	87	16	33
CAPP Test Administration module	39	100	17	35
CAPPTIONS Newsletter	37	95	15	31
CASAS Matrix of Materials for Students	34	87	21	44

* Respondents were asked to check all that apply

Program Expansion and Interagency Collaboration. Since the beginning of CAPP, the adult education system in Connecticut has expanded in terms of the number of adults participating and retained in programs. Overall enrollment in basic skills and ESL programs has increased 39 percent since FY 1985--the year prior to the implementation of CAPP. Retention in programs, as measured by the percentage of adults attending 12 or more hours, increased from 73 percent in FY 1985 to 78 percent in FY 1991 (Bureau of Adult Education, 1985-1991). While these changes may be explained by a number of factors, it is reasonable to assume that the improved services offered by programs have attracted and retained learners.

Another aspect of the expansion of the adult education system has been the types of service providers that are working with adult basic skills programs. These providers both have increased and become more diverse since the inception of CAPP. As discussed previously, federal and state initiatives in welfare reform and job training have prompted the increase in types of providers. The Department of Education's collaboration with the Department of Income Maintenance and the Department of Labor has led to the development of an enhanced CAPP initiative--the Connecticut Competency System (CCS)--which is to be used by these state departments in providing enhanced, coordinated services for their clients. It is expected that this system will assist local adult education programs in sharing information with job training and welfare agencies so that their common clients can receive comprehensive services.

Impact on Adult Learners

The implementation of CAPP has affected adult learners in two areas: 1) their growth in basic skills, and 2) their attainment of educational goals. Table 7 presents the summary of results from an analysis of CAPP Survey Achievement Pre- and Post-Tests in reading and listening for the second through the fifth years of the CAPP initiative (data collected during the first year were considered pilot information and were not included in the overall data analysis plan). The number of learners participating in the CAPP assessment process--as measured by the presence of a valid pre- and post-test score--has increased substantially since the beginning of CAPP. Learners' average increase in scores on CAPP assessment instruments has held constant since the implementation of CAPP, in spite of the greater number of learners being assessed. This result is impressive, since the general pattern is for the average gain in scores to decrease as the number of learners being assessed increases. The higher performance of Level C students on the reading assessment, in contrast to listening, may be a reflection of the difference between what is taught and what is tested. For the most part, little instruction in listening is provided to Level C ESL students. Rather, the focus is on reading. Alternatively, as ESL students progress in levels of instruction, skill in reading may be a more reliable measure of students' growth. This relationship between the content of instruction and assessment warrants further investigation.

Table 7

SUMMARY OF CAPP SURVEY ACHIEVEMENT
TEST RESULTS BY STUDENT LEVEL
1987-1991

READING

Program Year	Student Level							
	Level A		Level B		Level C		Mixed Level	
	Mean Gain	No. of Students	Mean Gain	No. of Students	Mean Gain	No. of Students	Main Gain	No. of Students
1987-1988	9.9	83	7.5	197	4.1	202	---	---
1988-1989	5.1	77	4.3	184	4.5	247	---	---
1989-1990	3.9	76	2.2	116	4.9	140	5.2	225
1990-1991	7.2	260	6.1	277	4.6	260	4.8	271

LISTENING

Program Year	Student Level							
	Level A		Level B		Level C		Mixed Level	
	Mean Gain	No. of Students	Mean Gain	No. of Students	Mean Gain	No. of Students	Main Gain	No. of Students
1987-1988	10.1	112	15.1	66	2.6	19	---	--
1988-1989	5.9	283	5.0	187	5.0	65	---	--
1989-1990	5.0	526	3.8	410	1.2	192	4.3	76
1990-1991	5.5	653	2.6	688	1.6	306	3.8	212

Adult learners' attainment of their educational goals is measured annually by the CAPP Goal Attainment instrument, which is completed by program instructors. This instrument is used by instructors to indicate the disposition of learners at the end of each program year. As such, the results are based on both formal and informal information obtained by instructors about learners and this information varies in accuracy. Table 8 presents the results of the analysis of the responses on this instrument for the second through the fifth years of the CAPP initiative. Learners' achievement of their educational goals has more than doubled since FY 1987. This is an important finding since learners' achievement of goals is critical to their further participation in education and job training activities.

Significant Outcomes of CAPP

The impact of the CAPP initiative can be examined in terms of the usefulness of the assumptions and intervention strategies that guided its development and implementation, and the extent to which the intended outcomes of the initiative were realized. Described below are the evaluation's findings concerning CAPP's assumptions, strategies, and key results.

Assumptions and Strategies. As previously described in this report, the Bureau of Adult Education made the following five *assumptions* in developing the CAPP initiative: 1) the establishment of statewide standards for program operations would result in improved adult basic skills programs operations; 2) statewide program change could be best achieved through a phased implementation schedule; 3) the use of a competency-based system of standards would best meet the needs of the client population; 4) systematic staff development provided by a centralized source was critical to the success of CAPP; and 5) documentation of training and implementation activities would provide formative data for program revisions. The findings from the data collected during evaluation indicate that all of the assumptions that guided the development of CAPP appear to have been valid. The establishment of standards has resulted in better-planned services for clients, as evidenced by the quality of applications submitted by adult basic skills programs to the Bureau of Adult Education. The evaluation data concerning local programs' implementation of the CAPP components also supports the need for standards, since without them local programs may have been less likely to provide services that reflect the critical elements in a comprehensive basic skills program. The use of a phased implementation schedule allowed all districts to receive the required CAPP training and provided the Staff Development Center with information to develop new and refine existing training based on the experience with each phase of school districts. The alternative approach--the simultaneous training of all districts--would have limited the amount of technical assistance that could be provided and the opportunities for the ongoing improvement of training.

Table 8

SUMMARY OF GOAL ATTAINMENT RESULTS
FOR CAPP-TESTED STUDENTS
1987-1991

Action Taken by Student	Students							
	1987-88		1988-89		1989-90		1991-91	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Retained in Program	799	62.9	1,040	58.7	1,778	65.5	4,616	41.9
Attained Goal and Left Program							1,637	14.9
Entered Other Basic Skills or Secondary Education Program	46	3.6	77	4.3	122	4.5	595	5.4
Entered Job Training	20	1.6	17	1.0	30	1.1	*	*
Got a Job or Better Job	55	4.3	44	2.5	69	2.5	231	2.1
Entered College	15	1.2	12	.7	15	.6	77	.7
Achieved Personal Objective	38	3.0	42	2.4	107	3.9	734	6.7
Left Program Because of Barriers							1,485	13.5
Transportation	22	1.7	11	.6	15	.6	123	1.1
Child Care	20	1.6	9	.5	32	1.2	177	1.6
Health/Family Problems	54	4.3	67	3.8	70	2.6	503	4.6
Changed Work Time	55	4.3	83	4.7	101	3.7	682	6.2
Left Program for Other or Unknown Reasons							3,263	29.7
Moved	53	4.2	46	2.6	50	1.8	459	4.2
Uniknown Reasons	83	6.5	278	15.7	228	8.4	430	3.9
Other	11	.8	45	2.5	97	3.6	2,374	21.6
TOTAL	1,271	100.0	1,771	100.0	2,714	100.0	11,001	100.0

* This cattegory was combined with "Entered other education program"
* This information was not collected during this year

The promulgation of competency-based programming as part of CAPP has assisted staff in utilizing more effective techniques for integrating the teaching of academic and life skills. Local programs' validation of competencies and use of the CASAS Matrix also has resulted in a closer alignment between curriculum and instructional materials. The centralization of the staff development function and the decision to mandate training as part of CAPP have proved critical to the implementation of CAPP. The presence of a central source for training facilitated the organization and coordination of training, and prevented the development of duplicative training services. Finally, the documentation of CAPP training and implementation activities provided the Bureau of Adult Education and the Staff Development Center with current data that they could use to develop new activities and respond to questions concerning the implementation of CAPP. This monitoring function appears to have kept CAPP on course and allowed for an ongoing exchange of ideas among state staff, training and technical assistance providers, and local program personnel.

In carrying out new state policies and training and technical assistance developed as part of CAPP, the Bureau of Adult Education utilized key *strategies* to promote local programs' adoption of CAPP procedures. Once such strategy was to provide a financial incentive to school districts to encourage their participation in CAPP. Additional funding was given to local programs to purchase materials, pay for released time for staff, and pay staff to attend training. The six CAPP pilot sites that were part of the first phase of CAPP implementation also received supplemental funding to provide technical assistance to districts in the latter phases of CAPP. The use of a financial incentive appears to have been mostly successful. The availability of supplemental monies allowed local programs to send staff to training and to update their instructional materials. Without these monies, the programs would have been less likely to release staff and embark on a systematic program improvement process. The activity that was less effective was the provision of technical assistance by the CAPP pilot sites. Their involvement with cross-site technical assistance was sporadic, and their efforts were primarily focused on improvement activities within their own programs.

Overall Outcomes. The five-year CAPP initiative has had some meaningful effects. The training and technical assistance provided through CAPP has resulted in the *institutionalization of staff development* opportunities within the adult education system. The institutionalization of staff development has, in turn, promoted increased professionalism among adult education staff. With this professionalism has come an interest on the part of local staff to learn about broader topics in program management such as organizational intervention strategies. The Staff Development Center has encouraged this interest and responded with the creation of specific training models in ABE and ESL instructional strategies as well as more assistance in organizational management.

The *standardization of adult education services* through the provision of training in the use of CAPP program components has helped to systematize client movement in local programs from initial entry through program completion. In defining the primary services that should be offered in adult education programs, the CAPP initiative provided a framework for a program improvement process that included multiple components. Another result from the standardization of services has been the alignment of curriculum in adult education programs, which has emphasized the integration of academic and life skills.

While not an original intent of the CAPP initiative, the building of collaborative networks within the state's adult education system and among education, job training, and welfare programs has been a key result from CAPP. With the advent of welfare reform and increased attention to job training in the state, the CAPP initiative provided a partial solution to welfare and job training agencies' need for quality adult education services for their clients. This collaborative among state agencies also has reinforced the needs of a client base that is shared by service providers funded by these agencies.

A final outcome from CAPP is the amount of monies that have been spent by the Bureau of Adult Education and Training in designing, implementing, evaluating, and supporting the provision of training and technical assistance. From FY 1987-FY 1993, it is estimated that approximately $2,918,009 of Section 353 monies have been spent on these activities. The distribution of these monies includes the following:

- Staff Development Center--60 percent of budget for three years and 75 percent of budget for three years;
- Local Program monies to support CAPP planning and implementation. These monies do not include grants for demonstration sites or other special initiatives for program improvement;
- Bureau of Adult Education and Training coordinator staff time (half-time salary). This does not include the amount of time spent by other Bureau staff devoted to CAPP who reviewed proposals and provided technical assistance to local program sites; and
- COSMOS Corporation's contract to provide technical and formative and summative evaluation assistance.

Given the amount of training and technical assistance that has been provided since CAPP's inception, this expenditure has been a modest investment given the outcomes that have been realized. Furthermore, the role of federal support from the Adult Education Act has been critical, since the CAPP initiative would not have been possible without federal monies.

Program Areas Requiring New Direction

The evaluation of CAPP revealed two areas that could benefit from additional training and technical assistance. The first concerns the area of *learner assessment*. While the evaluation data indicated that most local programs are utilizing CAPP assessment procedures in placing learners in programs and monitoring their progress, the extent to which assessment has become an integral part of the adult basic skills program varies considerably. Furthermore, few programs appear to be using data from CAPP assessments to guide the overall program of services. A combination of new policy incentives and training methods may help to encourage local programs' institutionalization of assessment procedures and planning with data.

A second area is that of *program articulation*. The long-term goal of CAPP, as described in Section II of this report, is to facilitate the participation of adult education clients in further education and job training programs. While CAPP has been successful in helping to improve the quality of services offered by adult basic skills programs, there appears to have been limited progress in encouraging local programs to engage in the articulation of services. New training and assistance in procedures for moving clients beyond an adult basic skills program would facilitate the achievement of CAPP's ultimate goal.

IV. RECOMMENDATIONS FOR POLICY AND PRACTICE

Recommendations

The CAPP initiative created new systems and enhanced the practice of adult education in Connecticut. The progress made as a result of CAPP is an initial step in the reform of the adult education system. Further actions should be taken to build upon the success achieved through CAPP. The following recommendations are made in the areas of state policy and enhancement of practice:

- Program Management. Further assistance is needed to help local programs institutionalize the CAPP data management system. As the new system comes online in the FALL 1993, the provision of ongoing assistance to programs will be required to ensure that the system operates to its maximum capacity. This assistance also should address processes for using data to make decisions about learner progress and program operations. Another area in program management requiring action concerns the new Connecticut Competency System. The experience of CAPP has shown that the development of local staff ownership is critical to the success of any training or program improvement effort. As activities for CCS are planned by the Bureau of Adult Education and Training, attention should be given to including local staff in the planning and implementation processes;

- Program Operations. New training is needed to facilitate the referral of adult basic skills program participants to other education or job training programs. Mechanisms need to be developed to maximize the effectiveness and efficiency of training, so that the offerings provided by the Adult Educator Institute and other training opportunities are ongoing, systematic, and pre-planned. Technical assistance should be provided to local programs to expand their funding sources for supporting adult education services, as the diversity of learners served by these programs increases. Enhanced training is needed in learner assessment procedures and processes for providing educational client management services; and

- Interagency Cooperation. There is a continued need for the Bureau of Adult Education and Training staff to work with the Departments of Labor and Income Maintenance in disseminating information about adult education services and transferring data about adult education clients to promote program articulation. Further staff development is needed to assist agencies in implementing Connecticut's comprehensive competency-based adult education and training system. As the officially-recognized CASAS implementing agency in Connecticut, the State Department of Education should continue to provide leadership to local programs and other agencies utilizing CAPP to assure consistency in test administration. Finally, the Connecticut Competency System should serve as the mechanism for providing a continuum of coordinated services from literacy through high school completion and job training.

Final Observations

Connecticut's Bureau of Adult Education and Training has served as a bellwether for the adult education system in this country in its efforts to systematize the delivery of basic skills and ESL services to adults. Prior to the implementation of CAPP, adult education programs in the state were not coordinated in their instruction and assessment. Furthermore, staff development opportunities available to staff were sporadic and were not part of an overall program improvement strategy. The CAPP initiative has brought a comprehensive, organized approach to professionalizing adult education staff and to providing adult learners with quality services for improving their skills.

A number of challenges lie ahead as the second phase of CAPP--the Connecticut Competency System--is carried out. Increased activities in collaboration among the Departments of Education, Income Maintenance, and Labor require new efforts in interagency coordination as these agencies carry out programs for their common client base. Creative strategies, including regionalization, also are needed in designing programs to meet the diverse needs of clients and to encourage their ongoing participation in education and job training. The ultimate goal is to develop a system of services for clients so that their lifelong learning and skill enhancement goals can be met.

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Appendix A

CAPP SYSTEM IMPLEMENTATION PLAN (CAPPSIP)

CAPP SYSTEM IMPLEMENTATION PLAN (CAPPSIP)

PROGRAM OPERATION PROFILE

Program:_____ Site:_____

Staff Completing Profile: Date:_____

Name:_____ Position:_____

Name:_____ Position:_____

Name:_____ Position:_____

Name:_____ Position:_____

INSTRUCTIONS: This profile is designed to gather information about the current operation of your adult basic education program. Please answer each question as completely as possible, describing the activities that staff members undertake in carrying out program functions. For example, if the instructional materials used by staff vary, please list the entire range of materials used.

A. PROGRAM MANAGEMENT

1. Does the program have stated objectives or competencies?

Yes _____ No _____

a) If yes, how were they established? Please explain who was involved in the process, and whether the objectives were adopted from the state or established independently by the program.

b) If yes, please list the major topics covered by the objectives or competencies.

CAPPSIP, page 2 Site: _____

2. How often are staff meetings held? Please check.

Weekly ___ Monthly ___ Once a semester ___ Never ___

Other--please indicate frequency _____

a) If staff meetings are held, who attends these meetings? Please list staff by type of position.

b) What topics are discussed at staff meetings?

3. Do staff have opportunities to attend training workshops, either sponsored by the local education agency or by other organizations such as the Connecticut Adult Education Staff Development Center or CAACE?

Yes _____ No _____

If yes, list the staff, by position title, who have attended training workshops during the past year, the type of training workshops attended, and the sponsoring organization.

Staff Member	Type of Training	Sponsoring Organization

4. Are the training needs of staff assessed?

Yes _____ No _____

 Site: _____

a) If yes, how frequently are staff training needs assessed?

Once a semester ____ Once a year ____ Other (specify) _____

b) What is done with the results of the needs assessment? Check all that apply.

Used for local program planning ____
Communicated to the Staff Development Center ____
Other--please describe _____

5. Does the program assess the needs of the community and other agencies serving undereducated adults?

Yes ____ No ____

If yes, describe the frequency and type of needs assessment(s) that is undertaken, and how the results are used.

6. Please list the target population (e.g., age and racial/ethnic background) for the program?

7. Does the program formally recruit students?

Yes ____ No ____

If yes, list the types of recruitment strategies that are used and with what frequency.

CAPPSIP, page 4 Site: _____

8. Does the program work with other agencies in recruiting students? Please check all that apply.

Volunteer (e.g., LVA)____
Job Training____
Welfare___
Other (specify) _____

If yes, please describe the program's relationship with each agency.

If no, please explain why a relationship hasn't been established.

9. Please list the days of the week and the hours each day that the program operates.

Day Hours Open

10. Are there requests for educational services that cannot be met by the program?

Yes ____ No ____

If yes, please describe (e.g., Saturday classes, a specific training program).

CAPPSIP, page 5 Site: _____

11. Does the program coordinate the delivery of educational services with other programs serving undereducated adults (e.g., DIM, DHR)?

Yes _____ No _____

If yes, please describe the nature of the coordinated activity--e.g., services offered, types of adults served.

12. Is a formal or informal evaluation of the program conducted?

Yes _____ Type--formal or informal _____ No _____

If yes, how often has an evaluation been conducted, who has evaluated the program, and what types of information have been collected for the evaluation?

Frequency of Eval.	Who Conducts	Types of Info. Collected

B. DELIVERY OF STUDENT SERVICES

1. Does a student orientation process exist?

Yes _____ No _____

If yes, please describe the orientation process.

CAPPSIP, page 6 Site: _____

2. Is a student's needs assessed when he/she enters the program?

Yes _____ No _____

If yes, please describe the needs assessment process.

If no, is there a reason why a needs assessment is not conducted?

3. Does the program diagnose a student's skills when he/she enrolls?

Yes _____ No _____

a) If yes, in what classes are students' skills diagnosed, what information is collected, and which instruments are used?

Class	Information Collected	Instruments Used

b) What is done with the information that is collected?

4. Are individualized educational plans developed for students?

Yes _____ No _____

If yes, describe the components of this plan.

CAPPSIP, page 7 Site: _____

5. Are counseling services provided to students?

Yes _____ No _____

a) If yes, who provides these services (e.g., a designated counselor, instructor, coordinator)?

b) Please describe the types of services that are provided and the time (in a student's program) at which these services are given.

c) If no, please explain why counseling is not provided.

6. How is the decision made regarding the placement of students in classes? What instruments or information is used? Please explain the process.

7. What instructional materials are used in the program? Please list the titles and publishers of the most frequently-used materials.

Title	Publisher

CAPPSIP, page 8 Site: _____

8. How are materials selected in the program? Who is involved in the selection process? How often are materials selected?

9. What types, if any, of instructional equipment are used in the program? Does the program have access to computers? If yes, please list the software that is being used.

Instructional Equipment--please list:

Computer Software--please list:

10. Do teachers integrate the instruction of basic skills and life skills?

Yes _____ No _____

If yes, please give three examples of how this integration takes place.

11. Please describe the dominant instructional style--e.g., lecture, small group, individualized instruction--that is used by teachers in the program.

12. If varied styles are used, how do teachers decide which style to use?

13. Do teachers use specific instructional techniques in delivering ABE and/or ESL programs--e.g., Language Experience.

Yes _____ No _____

If yes, please list the techniques and the type of class in which the technique is used.

Technique	Type of Class

14. Are levels of instruction delineated in the program?

Yes _____ No _____

If yes, please list the levels of instruction.

15. Is a student's learning assessed?

Yes _____ No _____

a) If yes, what instruments are used, and at what point is the assessment conducted?

Instruments	Time/Frequency of Assessment

16. What is done with the results of the assessment? Do students receive the results? If yes, in what form?

17. Can a student advance from one level to another?

Yes _____ No _____

If yes, how is this advancement determined?

18. As students complete the top level of instruction, are they given information about the available opportunities for entering a secondary-level program (e.g., credit diploma, external diploma program, GED)?

Yes _____ No _____

If yes, what type of information is given? What role does the program play in facilitating a student's participation in a secondary-level program?

If no, please explain why information is not given?

19. Does the program certify students' completion?

Yes _____ No _____

If yes, at what point--e.g., after a student has attained his/her goals? Please describe.

CAPPSIP, page 11 Site: _____

20. Do students receive a certificate or any other documentation of completion? Please describe.

21. Is there student follow up after a student completes the program?

Yes _____ No _____

If yes, please describe the follow up that is conducted.

If no, why is follow up not provided?

22. What data is collected in the program on a regular basis--e.g., at least once a year? Is any of this information computerized?

JAA:3/89

Appendix B

CAPP SURVEYS

CAPP ADMINISTRATOR SURVEY

Code No. ☐☐
(Do not complete)

Name: _____ District: _____

Date: _____

This survey is designed to gather information about your Adult Education (AE) Program. The survey has three sections with questions concerning: 1) program administration; 2) staff development activities; and 3) program operations. Please answer each question by checking the appropriate box or by writing your response in the provided space. Please return the completed survey as soon as possible. A self-addressed stamped envelope is enclosed for your use.

Section A. Program Administration

1. Please check the program(s) for which you have administrative responsibility and the appropriate percentage of time you spend managing each program (check all that apply).

Program	Percentage of Time
a. Adult Basic Education	☐☐☐
b. English as a Second Language	☐☐☐
c. GED/External Diploma/Credit Diploma	☐☐☐
d. Other--Please list: _____	☐☐☐

_____

2. How long have you been employed in your adult education program?

☐☐ years and/or ☐☐ months

3. Total number of Adult Education classes operating in the district ☐☐☐

4. Please check the type(s) of funds that you used to operate your AE program during the year 1990 - 1991 (check all that apply):

☐ a. State AE grant
☐ b. CAPP grant (2,000 - 4,000)
☐ c. CAPP mini grant
☐ d. School Board
☐ e. Private contracts
☐ f. JTPA/CETO
☐ g. Gifts/donations
☐ h. Other (please specify): _____

_____

5. What types of activities were supported through your State AE and CAPP grants during 1990-1991 (check all that apply).

☐ a. Administrator's salary
☐ b. Instructor's salary
☐ c. Counselor's salary
☐ d. Aide's salary
☐ e. CAPP facilitator's salary
☐ f. Materials
☐ g. Staff development activities
☐ h. Building and maintenance
☐ i. Other (please specify): _____

_____

Code No. ☐☐
(Do not complete)

Section B. Staff Development Activities (This section concerns activities conducted during your CAPP implementation period)

1. Connecticut Staff Development Center (SDC)- Sponsored CAPP Activities

1A. Have you, as an AE administrator, participated in any formal training activities related to CAPP since 1987?

☐ Yes
☐ No (Go to Question 2)

If 'yes', please list below these CAPP activities:

Sponsor	Number of Activities	Topics of Training	No. of HOurs Attended
☐ 1. Annual CAACE Conference	1. ☐☐	1. _____	1. ☐
☐ 2. State Dept. of Education (SDE) Administrators Meetings/CAPP Training	2. ☐☐	2. _____	2. ☐
☐ 3. SDC-Sponsored CAPP Training	3. ☐☐	3. _____	3. ☐
☐ 4. CAPP ABE/ESL Institutes	4. ☐☐	4. _____	4. ☐
☐ 5. CAPP Fair	5. ☐☐	5. _____	5. ☐
☐ 6. Other:	6. ☐☐	6. _____	6. ☐

1B. If you attended any activities, which were the most helpful and why? Pleasse describe up to two activites.

Activity	Why Helpful
☐ _____	☐ _____
_____	_____
☐ _____	☐ _____
_____	_____

1C. If you attended these activities, which were the least helpful and why? Describe up to two activities.

Activity	Why Not Helpful
☐ _____	☐ _____
_____	_____
☐ _____	☐ _____
_____	_____

Code No. ☐☐
(Do not complete)

2A. Have you received any CAPP technical assistance?

☐ 1. Yes ☐ 2. No (Go to Question 3)

2B. If yes, what types of CAPP technical assistance have you received (check all that apply).

☐ 1. Visiting Model Program(s)
☐ 2. Asistance from other program demonstrations
☐ 3. Newsletter
☐ 4. Telephone assistance
☐ 5. On-site visit by technical assistants (SDC, SDE)
☐ 6. Other (please specify): _____

2C. If you have received assistance, which type(s) of assistance has been the most helpful and why? Describe up to two types.

Activity	Why Not Helpful
☐ _____	☐ _____
☐ _____	☐ _____

2D. Which type(s) has been the least helpful and why? Describe up to two types.

Activity	Why Not Helpful
☐ _____	☐ _____
☐ _____	☐ _____

3. Do you need additional training and technical assistance with implementing CAPP?

☐ 1. Yes. (please specify): _____
☐ 2. No

4. The following questions concern your staff's participation in CAPP training:

4A. Since your program began implementing CAPP, have any of your staff attended CAPP training offered by the Connecticut Department of Education and/or staff Develpment Center?

☐ 1. Yes
☐ 2. No (Go to Question II-1)

Code No. ☐☐

(Do not complete)

4B. If yes, please indicate the types of staff who have attended training by providing the approximate number of each type of staff, and the number of each type of staff who were paid to attend (either paid for extra time or given release time).

Types of Staff	Number of Staff Attended	Number of Staff Paid
1. Instructor	1. ☐☐☐	1. ☐☐☐
2. Facilitator	2. ☐☐☐	2. ☐☐☐
3. Counselor	3. ☐☐☐	3. ☐☐☐
4. Aide	4. ☐☐☐	4. ☐☐☐
5. Other - Please specify: _____	5. ☐☐☐	5. ☐☐☐

4C. Based on your response to question 4B, how many CAPP trained staff members remain in the program at this time? _____

4D. Please list the types of funding, if any, that you have used to pay staff to attend CAPP training activities:

_____

_____

II. Program-Sponsored Staff Development Activities

1. Has your program conducted any local CAPP training during the past two years (1990 and 1991)?

☐ Yes ☐ No (Go to Question 2)

1B. If yes, please list the types of training activities that have been conducted: _____

_____

2. Do you personally coordinate the CAPP staff development activities or does someone else (check one).

1. ☐ Administrator coordinates 2. ☐ CAPP facilitator coordinates 3. ☐ Other (please specify): _____

3. Have your staff development activities changed since implementing CAPP

☐ Yes ☐ No (Go to Question 4)

3B. If yes, how are your staff development activities different from previous years?

_____

_____

_____

4. Are teachers given an opportunity to receive additional CAPP training if they request it?

☐ Yes ☐ No

5. What are the areas in which teachers would like additional training and technical assistance?

a. _____

b. _____

c. _____

6. How many hours per year do you pay teachers (either pay for extra time or give release time) to participate in staff development activities? _____

Code No. ☐☐
(Do not complete)

Section C. Program Operations

1. In addition to instructors, what types and numbers of staff support your AE program (check all that apply).

	Staff Type	Number of Staff		Staff Type	Number of Staff
1. ☐	CAPP Facilitator	1. ☐☐	4. ☐	Volunteer	4. ☐☐
2. ☐	Counselor	2. ☐☐	5. ☐	Clerical	5. ☐☐
3. ☐	Aide	3. ☐☐	6. ☐	Other - Please specify: _____	6. ☐☐

2A. Do you meet with your instructional staff formally?

☐ Yes ☐ No (Go to Question 4A)

2B. If yes, how often do you meet and what are the purposes of these meetings (check one).

Frequency of Meeting	Purpose
☐ 1. Weekly	1. _____
☐ 2. Monthly	2. _____
☐ 3. Once a semester	3. _____
☐ 4. Once a year	4. _____
☐ 5. Other - Please specify: _____	5. _____

3A. Has the frequency of these meetings changed since you began implementing CAPP?

☐ Yes ☐ No (Go to Question 4)

3B. If yes, to what extent has there been an increase or decrease in the meetings that are held?

_____

_____

_____

3C. Has the purpose and/or content of the meetings changed since you began implementing CAPP?

☐ Yes ☐ No (Go to Question 4A)

3D. If yes, please list up to three changes.

1. _____
2. _____
3. _____

Code No. ☐☐

(Do not complete)

4A. Have you read the CAPP materials?

☐ Yes ☐ No (Go to Question 5)

4B. If yes, which materials? (Check all that apply.)

☐ 1. "This is CAPP" Module
☐ 2. CAPP Resource Guide
☐ 3. CAPP Test Administration Module
☐ 4. CAPPTIONS Newsletter
☐ 5. CASAS Matrix of Materials for Students
☐ 6. Other (please specify): _____

4C. If yes, have the materials helped your understanding of the CBAE process and related CAPP program procedures? Please explain:

_____

_____

_____

5. Has your AE program changed since the beginning of CAPP? Please check each of the areas in which your program has changed and the nature of these changes. Also please indicate for those activities that have changed, whether the time spent for these activities has increased or decreased as a result of CAPP.

Area	Increase	Decrease	Please explain either the increase or decrease
1. Allocation of staff time	☐	☐	_____
2. Instructional Materials	☐	☐	_____
3. Curriculum development	☐	☐	_____
4. Student counseling	☐	☐	_____
5. Data collection	☐	☐	_____
6. Recordkeeping	☐	☐	_____
7. Student Recruitment	☐	☐	_____
8. Competency Validation	☐	☐	_____
9. Student Placement	☐	☐	_____
10. Student Diagnosis	☐	☐	_____
11. Student Instruction	☐	☐	_____
12. Interior Assessment	☐	☐	_____
13. Final Assessment	☐	☐	_____
14. Student Retention	☐	☐	_____

Code No. ☐☐ (Do not complete)

6. In what ways has your AE program improved since your implementation of CAPP. Please describe up to three improvements.

1. _____

_____

2. _____

_____

3. _____

_____

7. What problems has your AE program experienced as a result of implementing CAPP? Please describe up to three problems.

1. _____

_____

2. _____

_____

3. _____

_____

8. What suggestions do you have for improving CAPP (e.g., activities, products, procedures, etc.).

_____

_____

_____

9. Please list any additional comments you might have.

_____

_____

_____

_____

_____

_____

_____

_____

THANK YOU FOR PROVIDING INFORMATION ABOUT YOUR ADULT EDUCATION PROGRAM.

PLEASE RETURN THE COMPLETED SURVEY BY NOVEMBER 15, 1991 TO:

JUDITH ALAMPRESE
COSMOS CORPORATION
1735 EYE STREET, N.W.
WASHINGTON, D.C. 20006
(202) 728-3939

Code No. ☐☐
(Do not complete)

CAPP FACILITATOR SURVEY

District:_____ Date:_____

Instructional Site:_____

This survey is designed to gather information about your experience and responsibilities as a CAPP facilitator in a Connecticut Adult Basic Education (ABE) program or English-as-a-Second-Language (ESL) program. The survey has three sections with questions concerning: 1) your background and experience; 2) your involvement in staff development and technical assistance activities; and 3) your responsibilities as a CAPP facilitator. Please answer each question by checking the appropriate box or by writing your response in the space provided. Please return the completed survey as soon as possible. A self-addressed stamped envelope is enclosed for your use.

Section A. Program Administration

1. Please complete the items listed below concerning your current position:

   A. ☐ 1. Full time ☐ 2. Part time ☐ 3. Other

   B. ☐☐ Number of hours you work each week in this adult education program

   C. Number of classes you teach each week:

Type of class	Hours per week	No. of students enrolled	No. of classes taught
a. Beginning ABE	a. ☐☐	a. ☐☐	a. ☐☐
b. Intermediate ABE	b. ☐☐	b. ☐☐	b. ☐☐
c. Advanced ABE/pre-GED/high school diploma	c. ☐☐	c. ☐☐	c. ☐☐
d. Multi-level ABE	d. ☐☐	d. ☐☐	d. ☐☐
e. Beginning ESL	e. ☐☐	e. ☐☐	e. ☐☐
f. Intermediate ESL	f. ☐☐	f. ☐☐	f. ☐☐
g. Advanced ESL	g. ☐☐	g. ☐☐	g. ☐☐
h. Multi-level ESL	h. ☐☐	h. ☐☐	h. ☐☐

2. How long have you been employed in your local adult education program?

   ☐☐ Years and/or ☐☐ Months

3. Have you taught adult education classes before?

   ☐ 1. If yes, for how long? ☐☐ Years and/or ☐☐ Months

   ☐ 2. No

Code No. ☐☐
(Do not complete)

4. Are you employed elsewhere teaching adult education?

☐ 1. Yes ☐ 1. Full time ☐ 2. Part time
☐ 2. No

5. Please check the highest degrees you have completed and list your field of concentration for each degree completed:

Degree	Field of Concentration
☐ 1. Associate's degree	_____
☐ 2. Bachelor's degree	_____
☐ 3. Master's degree	_____
☐ 4. Doctoral degree	_____
☐ 5. Other _____	_____

Section B. Staff Development and Technical Assistance Activities

1. Have you participated in any formal training activities related to CAPP since 1987?

a. ☐ 1. Yes ☐ 2. No (Go to Question 2)

b. If yes, please list below these CAPP activities:

Sponsor	No. of events	Type of Training	No. of Hours Attended
☐ 1. Annual CAACE Conference	1. ☐☐	_____	1. ☐
☐ 2. Staff Development Center (SDC)-sponsored CAPP Training	2. ☐☐	_____	2. ☐
☐ 3. Adult Ed. ABE/ESL Institutes	3. ☐☐	_____	3. ☐
☐ 4. Inservice directed by local adult education administration/ CAPP facilitator	4. ☐☐	_____	4. ☐
☐ 5. State Department of Education (SDE) training/ meetings	5. ☐☐	_____	5. ☐
☐ 6. CAPP Fair	6. ☐☐	_____	6. ☐
☐ 7. CAPP leadership training	7. ☐☐	_____	7. ☐
☐ 8. Other:_____	8. ☐☐	_____	8. ☐

c. If yes, were you paid to attend these activities and/or local training?

☐ 1. Yes, how many activities? ☐☐
☐ 2. No

Code No. ☐☐
(Do not complete)

d. If you attended any activities, which were the most helpful and why? Describe up to three activities.

Activity	Why Helpful
1. _____	_____
2. _____	_____
3. _____	_____

e. If you attended any activities, which were the least helpful and why? Describe up to three activities.

Activity	Why Not Helpful
1. _____	_____
2. _____	_____
3. _____	_____

2. Have you received any CAPP technical assistance?

a. ☐ 1. Yes
☐ 2. No (Go to Question 3)

b. If yes, what types of CAPP technical assistance have you received? (Check all that apply.)

☐ 1. Visiting model program(s)
☐ 2. CAPP facilitator training
☐ 3. Newsletter
☐ 4. Telephone assistance from SDC, SDE, local assistants
☐ 5. On-site visit by technical assistants (SDC, SDE)
☐ 6. Other, Please specify: _____

c. If you have received assistance, which type(s) of assistance has been the most helpful and why? Describe up to two types.

Activity	Why Helpful
1. _____	_____
2. _____	_____

d. Which type(s) has been the least helpful and why? Describe up to two types

Activity	Why Not Helpful
1. _____	_____
2. _____	_____

3. Do you have access to the CAPP materials?

☐ 1. If yes, please indicate which materials. (Check all that apply)
☐ 2. No

☐ a. "This is CAPP" module
☐ b. CAPP Resource Guide
☐ c. CAPP Test Administration Module
☐ d. CAPPTIONS Newsletter
☐ e. CASAS Matrix of Materials for Students
☐ f. Other (please specify) _____

Code No. ☐☐
(Do not complete)

Section C. CAPP Facilitator Activities

1. When did you begin functioning as a CAPP facilitator?

   Month _____ Year _____

2. Approximately how many hours each week do you spend on your duties as a facilitator?

   No. of hours _____

3. Are you paid for the total number of hours that you work each week?

   ☐ 1. Yes (Go to Question 4)

   ☐ 2. No

   If no, for how many hours are you paid?

   No. of hours _____

4. Please check the activities that you perform as a CAPP facilitator and indicate the frequency with which you carry out these activities (check all that apply)

	Weekly (specify no. of hours)	Monthly (specify no. of hours)	Less often than Monthly
☐ 1. Disseminate information and material to staff	☐	☐	☐
☐ 2. Provide technical assistance to local staff	☐	☐	☐
☐ 3. Coordinate data collection/analysis	☐	☐	☐
☐ 4. Train local staff in CAPP practices	☐	☐	☐
☐ 5. Design curriculum/program practices for district	☐	☐	☐
☐ 6. Design testing procedures for district	☐	☐	☐
☐ 7. Represent the adult education program at meetings	☐	☐	☐
☐ 8. General administrative tasks	☐	☐	☐
☐ 9. Participate in SDC-program-development activities	☐	☐	☐
☐ 10. Other (please specify)	☐	☐	☐

_____

Code No. ☐☐
(Do not complete)

5. Please list up to three ways in which your duties as a facilitator have helped the district in implementing CAPP.

1. _____
2. _____
3. _____

6. Please list the most important strengths of your facilitator role (list up to three).

1. _____
2. _____
3. _____

7. Please list the greatest weakness of your facilitator role (list up to three).

1. _____
2. _____
3. _____

8. What assistance or materials do you need to perform your role as a facilitator more effectively?

_____
_____
_____

9. What are the major problems you have encountered in providing training and technical assistance on CAPP procedures to the staff in your district? (list up to three)

1. _____
_____
2. _____
_____
3. _____
_____

Code No. ☐☐
(Do not complete)

10. For each CAPP function listed below, please check the box that most accurately describes the number of staff who are performing these functions according to the CAPP guidelines provided in training.

	All staff	More than half of the staff	Less than half of the staff	No one
1. Competency validation	☐	☐	☐	☐
2. Student placement	☐	☐	☐	☐
3. Student diagnosis	☐	☐	☐	☐
4. Instruction	☐	☐	☐	☐
5. Interim assessment	☐	☐	☐	☐
6. Final assessment	☐	☐	☐	☐

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1735 EYE STREET, N.W.
WASHINGTON, D.C. 20006
(202) 728-3939

Code No. ☐☐
(Do not complete)

CAPP INSTRUCTOR SURVEY

District:_____ Date:_____

Instructional Site:_____

This survey is designed to gather information about your experience and responsibilities as a CAPP facilitator in a Connecticut Adult Basic Education (ABE) program or English-as-a-Second-Language (ESL) program. The survey has three sections with questions concerning: 1) your background and experience; 2) your involvement in staff development and technical assistance activities; and 3) your responsibilities as an ABE or ESL instructor . Please answer each question by checking the appropriate box or by writing your response in the space provided. Please return the completed survey as soon as possible. A self-addressed stamped envelope is enclosed for your use.

Section A. Program Administration

1. Please complete the items listed below concerning your current position:

   A. ☐ 1. Full time ☐ 2. Part time ☐ 3. Other

   B. ☐☐ Number of hours you work each week in this adult education program

   C. Number of classes you teach each week:

Type of class	Hours per week	No. of students enrolled	No. of classes taught
a. Beginning ABE	a. ☐☐	a. ☐☐	a. ☐☐
b. Intermediate ABE	b. ☐☐	b. ☐☐	b. ☐☐
c. Advanced ABE/pre-GED/high school diploma	c. ☐☐	c. ☐☐	c. ☐☐
d. Multi-level ABE	d. ☐☐	d. ☐☐	d. ☐☐
e. Beginning ESL	e. ☐☐	e. ☐☐	e. ☐☐
f. Intermediate ESL	f. ☐☐	f. ☐☐	f. ☐☐
g. Advanced ESL	g. ☐☐	g. ☐☐	g. ☐☐
h. Multi-level ESL	h. ☐☐	h. ☐☐	h. ☐☐

2. How long have you been employed in your local adult education program?

   ☐☐ Years and/or ☐☐ Months

3. Have you taught adult education classes before?

   ☐ 1. If yes, for how long? ☐☐ Years and/or ☐☐ Months

   ☐ 2. No

Code No. ☐☐
(Do not complete)

4. Are you employed elsewhere teaching adult education?

☐ 1. Yes ☐ 1. Full time ☐ 2. Part time
☐ 2. No

5. Please check the degrees you have completed and list your field of concentration for each degree completed:

Degree	Field of Concentration
☐ 1. Associate's degree	_____
☐ 2. Bachelor's degree	_____
☐ 3. Master's degree	_____
☐ 4. Doctoral degree	_____
☐ 5. Other _____	_____

Section B. Staff Development and Technical Assistance Activities

1. Have you participated in any formal training activities related to CAPP since 1987?

a. ☐ 1. Yes ☐ 2. No (Go to Question 2)

b. If yes, please list below these CAPP activities:

Sponsor	No. of events	Type of Training	No. of Hours Attended
☐ 1. Annual CAACE Conference	1. ☐☐	_____	1. ☐
☐ 2. Staff Development Center (SDC)-sponsored CAPP Training	2. ☐☐	_____	2. ☐
☐ 3. Adult Ed. ABE/ESL Institutes	3. ☐☐	_____	3. ☐
☐ 4. Inservice directed by local adult education administration/ CAPP facilitator	4. ☐☐	_____	4. ☐
☐ 5. State Department of Education (SDE) training/ meetings	5. ☐☐	_____	5. ☐
☐ 6. CAPP Fair	6. ☐☐	_____	6. ☐
☐ 7. CAPP leadership training	7. ☐☐	_____	7. ☐
☐ 8. Other:_____	8. ☐☐	_____	8. ☐

c. If yes, were you paid to attend these activities and/or local training?

☐ 1. Yes, how many activities? ☐☐
☐ 2. No

Code No. ☐☐
(Do not complete)

d. If you attended any activities, which were the most helpful and why? Describe up to three activities.

Activity	Why Helpful
1. _____	_____
2. _____	_____
3. _____	_____

e. If you attended any activities, which were the least helpful and why? Describe up to three activities.

Activity	Why Not Helpful
1. _____	_____
2. _____	_____
3. _____	_____

2. Have you received any CAPP technical assistance?

a. ☐ 1. Yes
☐ 2. No (Go to Question 3)

b. If yes, what types of CAPP technical assistance have you received? (Check all that apply.)

☐ 1. Visiting model program(s)
☐ 2. CAPP facilitator training
☐ 3. Newsletter
☐ 4. Telephone assistance from SDC, SDE, local assistants
☐ 5. On-site visit by technical assistants (SDC, SDE)
☐ 6. Other, Please specify: _____

c. If you have received assistance, which type(s) of assistance has been the most helpful and why? Describe up to two types.

Activity	Why Helpful
1. _____	_____
2. _____	_____

d. Which type(s) has been the least helpful and why? Describe up to two types

Activity	Why Not Helpful
1. _____	_____
2. _____	_____

3. Do you have access to the CAPP materials?

☐ 1. If yes, please indicate which materials. (Check all that apply)
☐ 2. No

☐ a. "This is CAPP" module
☐ b. CAPP Resource Guide
☐ c. CAPP Test Administration Module
☐ d. CAPPTIONS Newsletter
☐ e. CASAS Matrix of Materials for Students
☐ f. Other (please specify) _____
_____

Code No. ☐☐
(Do not complete)

4. Do you need additional training and technical assistance with implementing CAPP?

☐ 1. Yes, please specify: _____

☐ 2. No

Section C. Instructional Activities

1. Please check the categories below that best describe your current practice as an adult education instructor (check all that apply):

Activity	With How Many Students			
	All	Most	Few	None
a. Conduct Orientation	☐	☐	☐	☐
b. Conduct Needs Assessment	☐	☐	☐	☐
c. Administer Reading Placement Test	☐	☐	☐	☐
d. Administer Math Placement	☐	☐	☐	☐
e. Design Student Learning Plan	☐	☐	☐	☐
f. Administer Survey Achieve. Pre Test	☐	☐	☐	☐
g. Complete Student Data Form	☐	☐	☐	☐
h. Administer Survey Achieve. Post Test	☐	☐	☐	☐
i. Administer CAPP Program	☐	☐	☐	☐
j. Complete Student Status Report	☐	☐	☐	☐
k. Administer CAPP Level Exit Tests	☐	☐	☐	☐

2. Which of the activities listed in the question above have you begun as a result of CAPP? Please list below.

_____

_____

3. Who selects the instructional materials for the program? (Check one.)

☐ 1. Administrator

☐ 2. Teachers

☐ 3. Both Together

☐ 4. Other—please explain: _____

_____

4. What instructional materials are you currently using in your adult education class? Please list the most frequently used materials.

_____

_____

Code No. ☐☐
(Do not complete)

5. Do you have a volunteer or aide in your classroom?

☐ 1. Yes, how many hours each week? ☐☐

☐ 2. No

6. To what extent are you using an integrated approach in providing basic and life skills learning experiences?

☐ a. All of the time ☐ b. Half of the time ☐ c. Not very much

7. What have been the two most beneficial changes in your adult education program since CAPP began?

a. _____

b. _____

8. What improvements could be made in your adult education program? (List up to two.)

a. _____

b. _____

Section D. Staff Communication

1a. How frequently now are formal staff meetings held in your program? Please check one box below.

☐ 1. Weekly

☐ 2. Bi-weekly

☐ 3. Monthly

☐ 4. Bi-monthly

☐ 5. Other—please specify _____

1b. How many meetings were held during 1990-1991? ☐☐

2. Do you attend the staff meetings:

☐ 1. Always ☐ 2. Most of the time ☐ 3. Sometimes ☐ 4. Never

3. Who conducts the meetings?

☐ 1. Program director

☐ 2. CAPP facilitator

☐ 3. Other, please specify: _____

Code No. ☐☐
(Do not complete)

4. What is usually discussed during these meetings? (Check all that apply.)

- ☐ 1. Program administration issues
- ☐ 2. Instructional issues
- ☐ 3. Student problems
- ☐ 4. Other, please specify: _____

5. Whom do you talk to regarding student problems or instructional issues? Check only the person most frequently consulted.

- ☐ 1. Program administration issues
- ☐ 2. Instructional issues
- ☐ 3. Student problems
- ☐ 4. Other, please specify: _____

6. Has staff communication improved as a result of CAPP?

☐ 1. Yes ☐ 2. No

If yes, please describe in what ways:

_____

_____

7. Please list any additional comments you might have.

_____

_____

_____

_____

THANK YOU FOR PROVIDING THE ABOVE INFORMATION

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